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ABSTRACT

Workshops and related staff development activities designed for vocational education instructors, administrators, career counselors, and support services staff are described in this two-part report. Part I focuses on the Vocational Staff Workshops (VSW) project, indicating that its key objectives were to identify regional in-service training priorities of instructors, administrators, and support services staff not being met through local staff development efforts; to plan, promote, conduct, and evaluate a variety of in-service activities for a target population of at least 500 professionals representing at least 75% of the 107 California community colleges; to provide at least four regional workshops focused on high risk, non-traditional, and/or culturally different student populations; to provide on-site consultive services to encourage colleges to replicate VSW in-service activities; and to conduct a follow-up study of all participants. Part II reviews the Celebrate Great Counseling (CGC) Workshop Addendum, indicating that its objective was to provide 3 to 4 days of leadership development activities for 24 community college vocational counselors. For both projects, anticipated and actual project outcomes, major project activities, and evaluation methods are explored. Appendixes provide materials on the following individual workshops: Total Quality Management; Statewide Student Follow-up System (SSFS) Technical Implementation; Contract Education: A National View Teleconference; Celebrate Great Teaching in Vocational Education; and Disadvantaged Workshops Project. Workshop abstracts, evaluations, and a list of participants are included. (JMC)

ED335072

VOCATIONAL STAFF WORKSHOPS PROJECT
and
CELEBRATE GREAT COUNSELING ADDENDUM

Project Number 88-0484

October 31, 1989 – June 30, 1991

A report of workshops and related staff development activities planned, implemented and evaluated for community college vocational education instructors, administrators, career counselors and support services staff.

Funded by a VEA Grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges

JC910359

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VOCATIONAL STAFF WORKSHOPS PROJECT
and
CELEBRATE GREAT COUNSELING ADDENDUM

Project Number 88-0484

Sponsored By:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES
and the
CCCAOE BOARD OF DIRECTORS
(California Community College
Administrators of Occupational Education)

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

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Reminder Postcard

Just a reminder of the Celebrate Great Teaching Seminar on July 9 - 12, 1990 at Manresa Retreat Center, Azusa. We expect to see on the 9th, at 9:30 a.m. CGT will end Thursday at 1:00 p.m. If you have a problem, please contact me immediately at (818) 355-8715

Thanks

Shirley McGillicuddy

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671 Chaparral Road
Sierra Madre, CA 91024

CHRONOLOGY OF EVENTS

Vocational Staff Workshops Project ($75,000)
& Celebrate Great Counseling Addendum ($15,000)
I.D. No. 88-0484

10/28/89	Mt. San Antonio College received notification of funding, VSWP Project, operational through 9/30/90.
12/89	COCCC Requested CGC Proposal Addendum, Completed & Mailed to COCCC 1/10/90
1/12/90	Subcontractor Notified of VSWP funding approval. Project operational effective 1/1/90.
3/15-17/90	Celebrate Great Counseling Leadership Development Workshop Trained two counselors to facilitate CGC.
8/14/90	Mt. San Antonio College received notification of funding, CGC Addendum. Revised contract for 88-0484 specified federal funds $90,000, operational through 6/30/91.
12/90	COCCC requested Mt. San Antonio College file final project claim.
4/90	Subcontractor notified CGC Addendum was operational through 6/30/91. Implementation of Model initiated. Site/facilitators notavailable until 7/8/91. Project Director negotiated with COCCC encumbering funds to test Model.
6/30/91	CGC Seminar cancelled due to low enrollments.

EXECUTIVE SUMMARY

The Vocational Staff Workshops Project and Celebrate Great Counseling addendum were designed to provide a variety of staff development activities for vocational education administrators, instructors and support services providers statewide. Activities planned and implemented were based on priority interests and needs identified through past projects, related organizations and projects and the California Community College Administrators of Occupational Education (CCCAOE).

Major emphasis was given the Celebrate Great Teaching (CGT) seminars with assistance for local college implementation a high priority. Three activities supported this objective, the Leadership Development Workshop which trained 11 past participants to facilitate seminars, site-visit consultation to train Santa Rosa Junior College instructors to implement their local seminar in summer 1990 and provision of materials and resources included in the CGT model.

Consistent with past approaches to CGT seminars, a new element was introduced: including ROC/P instructors among the participants. This was in answer to a request to test the interactive benefits gained from the COCCC and SDE. Two seminars were completed and evaluated in June and July, 1990 for 39 participants. To assess long-term impact of CGT participation, a follow-up study was conducted with 1989 participants.

The addendum was to develop and test a Celebrate Great Counseling model based on CGT. Two counselors were trained to facilitate and assist in the development of the model. The model was developed and reviewed. Testing was not attained because of cancellation of the seminar due to low enrollments.

Drive-in one-day workshops addressed Total Quality Management and the El Camino College Application experience and four featured strategies and techniques for enrolling and retaining at risk student populations. Statewide Student Follow-up System Technical Consultants' training was supported through the project as well as an intensive week-long Avionics seminar at San Jose State University for community college instructors offering that occupational program.

Financial and logistical assistance was provided the first statewide Contract Education Teleconference. Comprehensive reports, evaluation summaries, participant data and abstracts of all activities were prepared and widely distributed to serve as a basis for planning future activities.

One of the standards of measurement of effectiveness was to gain representation from 75% of California community colleges. In excess of 76% were represented. This does not reflect an accurate number of those reached through the teleconference and video tapes or the SSFS Technical Consultant activities with local colleges.

Information promoting all activities was widely distributed to target audiences at 107 community colleges/71 districts.

PART I: VOCATIONAL STAFF WORKSHOPS PROJECT

OBJECTIVES

1. Identify regional priority inservice training needs of instructors, administrators and support services staff at 107 community colleges not met through local staff development activities and translate into a master plan of workshops to be sponsored/cosponsored through the project.

2. Plan, schedule, promote, conduct and evaluate a variety of inservice activities designed to meet priority needs of target audiences and serving approximately 500 professionals from a minimum of 75 percent of California community colleges/districts.

3. Provide at least four regional workshops focused on high risk, non-traditional and/or culturally different student populations.

4. Encourage local college/district replication and extension of inservice activities by providing on-site consultative assistance and workshop guidelines and resource materials.

5. Assess the long-term impact of the 1989 Celebrate Great Teaching seminar by conducting a follow-up study with 100 percent of participants.

OBJECTIVES
OUTCOMES
MEASUREMENT

OBJECTIVE: **Identify regional priority inservice needs of instructors, administrators and support services staff at 107 community colleges not met through local staff development activities and translate into a master plan of workshops to be sponsored/cosponsored through the project.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Survey questionnaire designed and distributed to 107 community college/71 district deans of instruction and vocational education and staff development officers.	A report of priority staff development activities based on past project data and field requests was developed for CCCAOE, COCCC and related project/organization review was distributed in January 1990.
Survey results summarized for validation/ prioritization by CCCAOE Board, the COCCC Vocational Unit and related organizations/agencies/projects. A master plan of staff development activities to be sponsored through the project.	The CCCAOE Board established priorities for a master plan of staff development activities to be sponsored through the project.

MEASUREMENT: Validity of priorities was based on subsequent participation in and evaluation of project sponsored activities. The CCCAOE Board served as project sponsor and advisory committee. The project director delivered written and oral reports to the Board each time it met and solicited input to guide planning.

COMPARISON: Anticipated and Actual Outcomes are comparable with the exception of the statewide survey. Planning data and information was based on past project recommendations and on activity sponsorship priorities and requests from the CCCAOE Regional Vice Presidents, the COCCC and related projects.

OBJECTIVE: **Plan, schedule, promote, conduct and evaluate a variety of inservice activities designed to meet priority needs of target audiences and serving approximately 500 professionals from a minimum of 75% of California community colleges/districts.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Plan, schedule, promote, conduct and evaluate a variety of inservices activities including:	A variety of inservice activities were planned, promoted, conducted and evaluated for community college professionals including:
• 2 Celebrate Great Teaching seminars serving 50 vocational education instructors.	• 2 Celebrate Great Teaching Seminars for 39 participants, Ralston L. White Retreat, Mill Valley, 6/18-21/90; Manresa Retreat House, 7/9-12/90. The Model was tested to assess the potential for ROC/P instructors, 6 representing 6 different ROC/Ps participated. (See CGT: ROC/P section of this report.) The CGT Model was refined and revised.
• One Celebrate Great Teaching Leadership Development Workshop training 10 past CGT participants to facilitate seminars for the project or their own college.	• One CGT Leadership Development Workshop, 3/15-17/90, trained 11 past participants to facilitate seminars for the project or for their own college. 5 of 8 1990 Facilitators came from this newly trained group, one facilitated a seminar for her own college, 2 other participants had plans to do so. 2 participants were career counselors and were trained to implement the Celebrate Great Counseling Model (See Part II of this report). The Leadership Development Model was expanded and refined. See CGT: Leadership Workshop section of this report.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
• 4 to 5 regional workshops focused on COCCC vocational education communications priorities.	• Negotiations were initiated with the COCCC for 4 to 5 regional workshops focused on VEA applications, documentation and claims. CCCAOE Regional Vice Presidents were contacted to determine locations, content and dates. The COCCC Vocational Unit recommended, based on field contact knowledge the workshops were not a priority and should not be held.
• 8 drive-in workshops focused on industry/education priorities and innovations in serving special populations through vocational education.	• 6 drive-in workshops were planned, promoted and scheduled. 5 were completed: - Total Quality Management, State Center CCD Office, 2/2/90, 41 participants & 3 presenters. - 4 Partnerships 2000: Training California's Workforce of the Future workshops focused on special needs students: Sacramento, 9/27/90, 38 participants; San Francisco, 9/28/90, 43 participants; San Diego, 10/3/90, 24 participants; Monrovia, 10/4/90, 32 participants. Fresno, 9/26/90, was cancelled due to low enrollments. These workshops were cosponsored with the Staff Inservice for Disadvantaged Programs/Students project. Staff responded to/explored field requests for additional workshop topics in the areas of Automotive Technology/Industry Interface Forum, Hazardous Material Management, Computer Aided Instruction.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	At the recommendation of the CCCAOE Board and the COCCC, three additional activities were sponsored/ cosponsored, and replaced additionally planned drive-in workshops: • Statewide Student Follow-up System (SSFS) Technical Implementation Workshop, De Anza College, 4/11/90, 11 Technical Advisors trained. • Contract Education Statewide Teleconference, 5/1/90, 31 sites with downlinks, 53 packets shipped, estimated audience 100. (See Contract Education Teleconference section of this report.) • Avionics Workshop, San Jose State University, 6/24-29/90, 13 participants. Activities were evaluated, See Appendixes A and B and appropriate sections of this report which detail activities. Evaluations were summarized and distributed along with participant data to project staff, the COCCC and workshop presenters/hosts.
Serve approximately 500 community college professionals from 75% of California community colleges.	Approximately 350 professionals were served through the activities. This does not reflect the total reached through the Contract Education Teleconference and Video Tapes since no hard data is available or those served through trained CGT facilitators who implemented seminars for their own college and SSFS Technical Advisors who provided assistance to local colleges. 82 community colleges (76.6%) were represented by at least one participant. In addition, four community college districts, the COCCC, 10 public/private sector organizations, the State Department of Education and 6 ROC/Ps were represented. See Appendix C for participant summary.

MEASUREMENT: Activities planned were assessed through participation levels, college representation and evaluations completed by participants and presenters. See Appendixes A and B and appropriate sections of this report. Most activities were well received. All evaluation data was distributed to the project director and monitor, the COCCC, presenters and summarized for the CCAOE Board. Evaluations were utilized as a basis for planning future activities, modifications in planned activities were made when needed change was indicated. Activity participation was analyzed to determine if there were colleges which consistently were not represented. Locations for activities were selected on the basis of convenience for maximum numbers of community college target audiences.

COMPARISON: Anticipated and Actual Outcomes vary. Results were dictated by some significant changes in project implementation which were made at the request of the CCCAOE Board and the COCCC. In addition, the decision not to proceed with COCCC regional workshops was made by the Vocational Education Unit and was considered appropriate. Since its inception, the Vocational Staff Workshops project has responded to priority issues, trends and needs in vocational education. The project modifications were considered appropriate. The 500 target number to be served was not attained according to attendance data available. However, the 350 does not reflect actual numbers reached through the Contract Education Teleconference, SSFS Technical Advisors and CGT facilitators. The objective of reaching 75% of community colleges was attained.

OBJECTIVE: **Provide strategies/techniques for serving high risk, nontraditional and/or culturally diverse student populations**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Identify innovative/exemplary strategies and techniques for improving programs and services for disadvantaged, limited English speaking, culturally diverse, disabled and non-traditional students through vocational education.	Current and innovative practices to serve special needs students were surveyed through the Inservice for Disadvantaged Programs/Services Project and led to a profile of five regional areas of priority interests/needs. Exemplary programs/services were identified through a review of data, and reports and interviews with the COCCC staff.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Incorporate strategies/techniques into workshops/seminars.	The Statewide Advisory Committee for Disadvantaged & Disabled Programs/ Services translated survey trends into workshop focus and issues to be addressed.
Evaluate impact of strategies/techniques on workshop participants. Distribute data on evaluation results and workshop abstracts to workshop and project principals, COCCC, CCCAOE Board of Directors. Utilize data as a base for future planning.	5 workshops focused on the priority statewide need of retention and unique regional needs were designed and promoted. One of the five was cancelled because of low enrollments. Four were conducted and evaluated. For specific details of workshops, see discussion under Objective 2 and Appendixes A and B.

MEASUREMENT: Survey results were tabulated, prioritized and clustered by region. Innovative practices were identified through a search of exemplary programs/services housed in the COCCC and interviews with special student programs/services staff. The Statewide Advisory Committee validated the profile of survey results for the workshops individualized plan with the recommendation that each workshop include a presentation from an industry committee member or alternate to discuss the work force requirements and needs of the 90's, the importance of special populations to California's future and the essential urgency of forming partnerships between education/industry/labor/government. The commitment of the Advisory Committe to follow through and insure that members would be full participants in all workshops was a measure of success. Participant evaluations and presenter assessments of individual workshops are shown as Appendixes A and B.

COMPARISON: Anticipated and Actual Outcomes compare favorably. Four workshops were completed and reached the target populations of vocational education instructors and administrators, counselors and disadvantaged services providers.

OBJECTIVE: **Encourage local college/district replication and extension of inservice activities by providing on-site consultative assistance, workshop guidelines and resource materials.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Assess interest in local sponsorship of a CGT seminar among colleges represented by past CGT participants.	Past CGT participants were contacted to determine their college's interest in sponsoring a local CGT seminar.
Provide implementation assistance to colleges/districts, including: • Leadership Development Workshop	Of 11 participants in the CGT Leadership Development Workshop, one had immediate plans for implementing a local seminar and two were in the exploratory stage. See CGT: Leadership Development Workshop section of this report and discussion under Objective 2.
• On-site consultative visit by an experienced facilitator.	Santa Rosa Junior College had been planning for a local CGT over the past two years. Ellen Swenson, the local coordinator, had been trained in 1989 and served as a facilitator for the project. The college was provided with materials, resources and extensive planning assistance. A site visit to the college was planned, scheduled, completed and evaluated. Dick Ryerson, an experienced facilitator from Mt. San Antonio College who had been instrumental in adapting the Great Teachers Seminar for the Celebrate Great Teaching in Vocational Education Model was the consultant assigned. The purpose of the visit was to: 1. train college instructors to facilitate the seminar and 2. orient key college administrators to the benefits and outcomes of CGT. The Santa Rosa CGT was completed in June 1990.
• Working procedures and resource materials.	San Bernardino Valley College was provided with materials and resources. The college coordinator Mary Retterer had been trained in 1989 and had served

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	as a facilitator for the project. One facilitator was trained in the 1990 Leadership Development Workshop. The college did not feel they needed a site visit. The college completed the seminar in May 1990.
	Procedures for the site visit were planned and refined for future implementation.
Evaluate the effectiveness of assistance provided and the local seminars.	Assistance provided was evaluated. See CGT: Site Visit section of this report.
	SSFS Technical Advisors trained through a project sponsored workshop provided on-site assistance to local colleges. No data was provided on the number and frequency of these visits.

MEASUREMENT: Participants in the Leadership Development Workshop and colleges provided with technical assistance evaluated the experiences. Project staff worked closely with the consultants and site coordinators to insure the relevance of assistance and to advise on localization of the Model. For details, see CGT Site Visit section of this report. Reactions were extremely positive.

COMPARISON: Anticipated and Actual Outcomes compare favorably. The goal of CGT, like all activities sponsored through the Vocational Staff Workshops Project is to stimulate local college replication of information learned. SSFS technical assistance to colleges was not a proposed activity, so is an addition to Actual Outcomes for the project.

OBJECTIVE: **Assess the long-term impact of the 1989 Celebrate Great Teaching seminar by conducting a follow-up study with 100% of participants.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A follow-up study with participants in the 1989 Celebrate Great Teaching seminars to assess long-term impact.	A follow-up study was mailed to 40 participants in the two 1989 CGT seminars.
A 100% response rate.	Response rate was disappointing - 78.3% of Ralston L. White and 70.6% of Manresa participants.
Distribution of study results to facilitators, represented California community colleges/districts and related projects and agencies.	Study responses were tabulated and summarized and sent to all participants, their identified college administrator, CGT facilitators, the COCCC and project principals.

MEASUREMENT: Responses to the study were carefully analyzed and reviewed. Open ended comments were of particular value. A concerted effort was made to gain a 100% response rate through repeat mailings and telephone calls. The response rate was disappointing.

COMPARISON: Anticipated and Actual Outcomes compare favorably with the exception of the study response rate.

MAJOR ACTIVITIES

- Plan project implementation strategy and schedule of activities.
- Promote Total Quality Management workshop, process registrations, coordinate with site, complete and evaluate workshop.
- Prepare report for CCCAOE Board summarizing progress and proposed plans and inviting input.
- Revise project activities in accord with CCCAOE, COCCC and project director and monitor's recommendations.
- Confirm sites for CGT Leadership Development Workshop and two summer seminars.
- Contact past CGT participants to assess interest in being trained to facilitate seminars. Provide three sponsorship options: project, college and self.
- Process SSFS travel claims. Place, collect and summarize Abstract & Report Form, See Appendix A.
- Contact COCCC to alert them to the planned availability of project support for four to five regional workshops focused on communications priorities.
- Contact William Anderson, Dean Vocational Education, COCCC and G. Allan Holmes, Coordinator of State Planning, Career-Vocational Education Division, State Department of Education to follow-up on their previous request to test including a limited number of ROC/P instructors in the CGT seminars.
- Develop CGT promotional mailing, distribute statewide in January to: community college deans of instruction and vocational education, staff development officers, academic senate presidents, past CGT participants and to CCCAOE Regional Vice Presidents, the COCCC and related organizations.

  Promote ROC/P participation with the SDE and the California Association of Regional Occupational Centers & Programs.

  Establish the following CGT Seminar timeline:

1/30/90	Letter & Application Mailed
3/16/90	Application Deadline, extended to 3/28/90
	Applications Summarized and Distributed to Seminar Facilitators for Selection Recommendations.
4/16/90	Applicants & Alternates Selected & Notified
5/15/90	Registration Fee Due.
6/18-21/90	Northern California Seminar, Ralston White, Mill Valley
7/9-12/90	Southern California Seminar, Manresa, Azusa

- Alert experienced facilitators to CGT activities and dates and assess their interest/availability in being involved.
- Conduct CGT Follow-up Study with 1989 participants. Make second and third contact to attempt to gain a 100% response rate. See CGT: Follow-up Study section of this report.

- Identify facilitators for Leadership Workshop and meet to revise and refine the Workshop Model. Process applications, recruit counselors to be potential CGC facilitators in anticipation of funding and hopeful scheduling for summer 1990. Prepare packets, hand outs and visuals.
- Conduct and evaluate Leadership Workshop, process and distribute evaluations to leaders and participants. Make facilitator and alternate selection assignments for two summer seminars. Match one to two experienced facilitators with two to three newly trained.
- Select and confirm site visit consultant for Santa Rosa Junior College. Work with consultant to develop orientation and training schedule, materials and evaluation/reporting forms. Maintain close contact with the college and consultant. Complete site visit 4/26-28/90. Six individuals were trained. Provide resources and materials for San Bernardino Valley College CGT. See CGT: Site Visit Report section of this report.
- Determine project commitment and responsibilities for cosponsoring the first Contract Education Teleconference. For details, see Contract Education Teleconference section of this report. Staff Workshops Project processed all requests for materials and registration fees, shipped packets and provided general logistical assistance to Catherine Ayers, teleconference coordinator. Budget support of $1,000 was provided in accord with the recommendation from the project director, monitor, CCCAOE Board and COCCC
- Follow-up on other requests for project sponsored workshops, placing planning forms, researching and validating need, etc.
- Initiate planning for four workshops focused on strategies and techniques for meeting disadvantaged student needs through vocational education. Develop a master plan for workshops based on survey responses and regional priorities and statewide commonalties.
- Follow through on COCCC request to sponsor VEA Application, Documentation and Claims workshops. Request potential dates and locations from CCCAOE Regional Vice Presidents. Abort planning when COCCC determines the workshops are not a priority.
- Process participant travel claims and San Jose State University workshop claims for week-long Avionics Workshop. Summarize evaluations and Abstract & Report Form and distribute to project and workshop principals.
- As CGT cancellations are received, notify alternates of their selection. Initially, there was a waiting list for the Ralston White seminar. Through late cancellations, it was not possible to fill all slots. 24 is the optimum number for the seminars which provides a ratio of one facilitator to six participants. However, it is workable to have smaller numbers as was true in 1990. Although only two slots had been reserved for ROC/P instructors, four were placed at Manresa.
- Prepare packets and handout for CGT seminars. Convene facilitators for advance planning and seminar implementation.
- Conduct and evaluate two CGT seminars. Distribute evaluation and participant summaries. Schedule Ellen Swenson to discuss the Santa Rosa Jr. College implementation of CGT for college vocational instructors at Ralston White

seminar. Mary Retterer was asked to make a similar presentation at Manresa but was not available.

- It had been planned that the CGC seminar would be promoted along with the CGT seminars and scheduled in July. The proposal specified a starting date for the addendum of 2/1/90. However, funding notification was not received until August which was too late for scheduling a seminar during 1990. Funding notification included extension of the Staff Workshops Project to June 30, 1991. See Part II of this report for a discussion of the Celebrate Great Counseling Addendum.
- Schedule, promote, process and evaluate five regional workshops focused on disadvantaged students. Format to include a workshop moderator from the Statewide Disadvantaged & Handicapped Advisory Committee, a keynote presenter for all workshops on Student Retention, an industry luncheon speaker to highlight the workforce of the 90's and four focus groups addressing regional priorities and led by providers of innovative programs/services. Summarize and distribute evaluation and participant data. See Appendixes A and B.
- Respond to field requests for specific assistance as the project progresses.
- Maintain close and continuous contact with the project director and monitor, the CCCAOE Board of Directors, the COCCC and related projects. Prepare progress reports for the CCCAOE Board each time it meets.
- In December, Monica Anderson, Director, Grants and Special Projects, who maintained the fiscal and accountability records for the project was instructed by the COCCC that the project final claim was due before year-end. The project was closed down.

CONTRACT EDUCATION TELECONFERENCE

CONTRACT EDUCATION VIDEO TELECONFERENCE
Co-sponsored by ED>NET and CCCAOE
May 1, 1990 - 12:00 - 2:00 pm

REPORT OF ACTIVITIES CONDUCTED BY THE VOCATIONAL STAFF WORKSHOPS PROJECT

The VOCATIONAL STAFF WORKSHOPS PROJECT, supported through a VEA grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community College, provided logistical and financial assistance for the teleconference.

Support included the following:

1. Financial assistance of $1,000.
2. Processing of registrations and preparation and shipping of packets and technical information to registrants.
3. Processing of fees and follow-up billing to sites not paid.
4. Handling telephone requests for information the day of the teleconference.
5. Tabulating and analyzing of Feedback Forms received from participating sites.

This report summarizes actual experiences and recommendations.

Number of Sites: 31 with down links, one requested packet only, and viewed the teleconference at a neighboring college.
Number of Packets Shipped: 53
Number of Registrations Received After the Deadline: (4/23/90) 6
Feedback Received: 10 sites (does not include one form from the originating site, College of San Mateo, includes one form, Pasadena Area Community College received too late to tabulate) Response rate - 32.26%.

Financial Summary:

Collections	$715.00
Expenses*	$319.97
Balance	$395.03

Outstanding Payment Due $20.00

*Includes assembling and shipping of packets, faxing of information to late registrants, labor for assembling and shipping of packets. Does not include professional staff time, photocopying, desk top publishing, telephone expenses and other related costs.

Recommendations:

1. Promotion: Lead time was too short to facilitate adequate advance time for colleges to register and process warrants/purchase orders for payment.

2. Advanced Payment: In order to facilitate local college needs, packets and technical information were shipped without receipt of payment. This policy was discussed with Catherine Ayers, Teleconference Producer. As previously noted, $200 is outstanding. (Note: Payment was subsequently received for all but $20.00.) Second billing notices have been mailed. It is not practical for the Vocational Staff Workshops Project to spend additional time trying to collect delinquent fees. ED>NET, Contract Education Consultant, Catherine Ayers may wish to pursue collections. Although the policy agreed to was practical and expedient, it may result in inequitable treatment of local colleges, i.e. some getting a "free ride".

3. Technical Information: Information provided to downlink sites was not complete. The following information should have been included - Frequency - 8 calls were received the day of the teleconference requesting frequency information and/or reporting technical difficulty and inability to receive. Trouble Telephone Number - No number was included in the packets for CSM transmission center and the SWP subcontractor did not have the information available but was able to obtain one after numerous calls.

4. Reception: Four sites reported they were unable to receive the teleconference. It is not known whether other sites had similar difficulty. Additional sites reported poor reception (see Feedback Summary attached).

5. Call In Number: Originally, a toll free number was publicized. This was changed to an open number to free up additional lines. Only one call was received. There is no information to indicate whether this was related to the lack of a toll free number or whether the information presented did not stimulate call-ins. Another variable for which data is not available is the number of sites which were taping only and not including audience viewing.

Effectiveness: A majority of respondents to the Feedback Forms indicated the teleconference was an effective vehicle for providing information and that they would participate in future teleconferences.

CONTRACT EDUCATION TELECONFERENCE, THURSDAY, MAY 1, 1990
FEEDBACK SUMMARY

N = NUMBER OF FORMS RECEIVED: 19

S = SITES: 10 (INCLUDES ONE COLLEGE OF SAN MATEO VIEWER)

SITE OF DOWN LINK & PERSON COMPLETING FORM*

AMERICAN RIVER COLLEGE

EPLER, STAN	VICE PRESIDENT, INSTRUCTION, ARC
O'BRIEN, PATRICIA	DEAN, COMMUNITY/OCCUPATIONAL EDUCATION, ARC
READ, KATHIE,	COORDINATOR, LEARNING RESOURCES CENTER, ARC
COMINS, JAMES	ED. CONSULTANT, LOS RIOS DISTRICT
CRISTOFANI, DICK	COORDINATOR/CONSULTANT, LOS RIOS DISTRICT
GREEN, MELISSA	GRAPHIC ARTIST, LOS RIOS DISTRICT
WALKER, DAN	DIRECTOR, LOS RIOS DISTRICT

CANYONS, COLLEGE OF

MATTICE, DR. NANCY	ASSISTANT DEAN, INSTITUTIONAL DEVELOPMENT

COLUMBIA COLLEGE (YOSEMITE CCD)

BOODROOKAS, GEORGE	DIRECTOR, SPECIAL PROGRAMS AND CONTRACT INSTRUCTION
COOK, NANCY	PROGRAM REPRESENTATIVE
FOX, ELIZABETH R.	PROGRAM REPRESENTATIVE, CONTRACT INFORMATION

DE ANZA COLLEGE

HENELY, BARBARA	PROGRAM DEVELOPER, DE ANZA COLLEGE
PROUTY, LORIE	DIRECTOR, CONTRACT EDUCATION, DE ANZA COLLEGE
DE HART, BOB	PRESIDENT, DE ANZA COLLEGE (10-15 min.) Prouty Form

DESERT, COLLEGE OF (ONE FORM)

*GREEN, JACKE HALL	COORDINATOR, CONTRACT EDUCATION
NORIEGA, MAURICIO	INSTRUCTOR, CONTRACT EDUCATION

FOOTHILL-DE ANZA CCD (VIEWED AT COLLEGE OF SAN MATEO)

GAERTNER, ELAINE	PROGRAM DEVELOPER

FRESNO CITY COLLEGE (ONE FORM)

CALHOUN, BRIAN	EXEC. DIRECTOR, ECONOMIC DEVELOPMENT DEPARTMENT
FOSSE, RICHARD	DIRECTOR, CONTRACT INSTRUCTION
HANSEN, CANDY	COORDINATOR, UNIVERSITY CENTER
RODRIGUEZ, PAULA	PROGRAM DEVELOPMENT ASSISTANT
SNOWDEN, MIKE	PROGRAM DEVELOPER
*LEONARD, JOAN	DIRECTOR,ED NET

SAN BERNARDINO VALLEY COLLEGE

BASTAJIAN, JUNE Y.	DIRECTOR, INSTITUTE FOR TRAINING

SAN DIEGO MESA COLLEGE (ONE FORM)

BEAVER, HANK	I.L.C. SPECIALIST, S.D. MESA COLLEGE
*FOX, MARCHELLE	DEAN, ECONOMIC DEVELOPMENT, S.D. CITY COLLEGE
KHALIL, WINNIE	VOCATIONAL COORDINATOR, S.D.C.C.D.
NIMMO, LES	WORK EXPERIENCE COORD., S.D. CITY COLLEGE
RAMIREZ, RAY	DEAN EXTENDED PROGRAMS, S.D. MESA COLLEGE

YUBA COLLEGE

MOYERS, MIKE	ASSOCIATE DEAN, VOCATIONAL EDUCATION

Section A This Teleconference

No Response to entire section, unable to receive 2
Canyons, College of; Yuba College

1. Content interesting & stimulating
5 -2
4 -12
3 -2
NR - 1

Comments:
Presenters answers to questions were somewhat evasive.

2. Gained new ideas for program improvement
5 -2
4-7
3-5
4/3 -1
NR -2

Comments:
Some ideas for a district model.

3. Presenters knowledgeable/information relevant
5 -9
4-7
4/3-1

4. Useful to profile other contract ed. programs via teleconference
5 -13
4-4

5. Rather attend statewide workshop

5-1
4 -2
3-7
2 -6
3/2 -1

6. Day/date/time convenient

5 -7
4-9
3-1

Comments:

- Panelists evasive & did not answer questions. Expected more new, innovative ideas.
- Would like to hear more about innovative marketing ideas, unique programs, use of alternative delivery systems in contract programs. Catherine did a great job.
- It would be helpful to pin down presenter to specific information: actual $ from private contracts and specifics about office/training, (?) management and inservicing.
- It was useful - I'd like to see higher administrators get this information and catch the vision.
- The price was right! Made it readily accessible for all colleges.
- Good Work Catherine
- Excellent info.
- The networking with others in the "business" are important. With teleconferences that doesn't happen
- Needs to be less than 2 hours; more like 1 1/2 hours. Lunch time was convenient. Could be more modular - what's been done; existing models; how to implement; "pitfalls"; definitions.
- More pictures of sites and activities, better charts
- It was nice to hear from others who share similar situations.
- Slides or video from the presenter's sites would have added interest, first chart was too complex, colors dark and unintelligible. Even the 12:40 p.m. simple graphic didn't come across well. More publicity ahead of time and instructions with packet to encourage more phone in callers. Only one in two hours?

Section B Effectiveness of satellite communication in meeting local contract education provider's inservice and informational needs.

1. **Technical difficulties?**

2 couldn't receive
3 snow/fuzzy
2 snow/poor audio
1 yes

2. Able to view all of teleconference
   2 as noted above
   With few exceptions viewed all.

3. Video Conference effective vehicle
   Yes - 17
   NR - 1
   couldn't rec. -1

4. Teleconference participants who wouldn't attend regional workshop
   Yes - 8
   No - 5
   ?- 1
   couldn't rec. -1

   If YES, how many? One Response -4

5. Participate in future teleconferences
   Yes - 17
   NR - 1
   couldn't rec. -1

6. View series of two hour teleconferences to supplant inservice and conferences
   Yes - 14
   No -1
   NR - 3
   couldn't rec. -1

7. Did you tape?
   Yes - 8
   No - 8
   NR - 2
   couldn't rec. -1

8. Number ordering tapes
   2 - couldn't rec.
   2 - ARC/LOS RIOS
   No - 2

9. Call in Hot Line available?
   Yes - 14
   No - 1 (no phone)
   NR - 2
   couldn't rec. -2

10. How did you learn about this teleconference?

EdNet mailing, Contract Education Pilot Project, Not Applicable: Fresno CC hosts EdNet and EdNet cosponsored this event, Direct mailing also Catherine Ayers, 4/27 workshop, Flyer from ARC, I helped in planning and statewide publicity, Publicity, It was well advertised.

SUMMARY PREPARED BY:

Shirley McGillicuddy

Shirley McGillicuddy, Subcontractor
Vocational Staff Workshops Project
Mt. San Antonio College

Celebrate Great Teaching
Leadership Development Workshop
March 15-17, 1990

Goals

- Review the Great Teachers format so I feel comfortable as a facilitator.
- Relax... Recharge... Listen... Learn... Not Eat Too Much... Extend.
- To strengthen counseling services for students and staff in the Industry and Technology division.
- 1. To learn how to be a facilitator. 2. To plan "Great Teachers Seminar" on our campus. 3. To serve as facilitators for #2 on our campus in August (flex days for faculty). 4. To train future facilitators or to serve as consultant.
- 1. Learn the process (flow). 2. Become acquainted with the details (support). 3. Implement a CGVT on my campus. 4. Facilitate CGVT during summer.
- Create an awareness of common problems and expectations. Develop a common approach towards group problem solving. Create a sensitivity for minority students and their problems.
- Facilitate a CGT for my District, model after the voc. workshop, in May.
- 1. I want to see if I want to proceed further with CGT. 2. I want to feel as enthusiastically "for" CGT as other people seem to feel. Objectives: 1. To learn new things. 2. To enjoy myself. 3. To feel confident that I can do this if I want.
- I want to "give back" some of the positive experience I gained at the conference two years ago. I want to learn how to facilitate more of the activities we did at the conference.
- What I want — Specific details/format for repeating CGT. Info. on AB 1725: other Dist. policies re: min. quals. tenure. Opinions: position of voc. ed. in the C.C. year 2000. Suggestions for increasing voc. participation at state level.
- I want to learn about helping other people learn... about whatever is important to them at that moment. I want to learn when to stop facilitating and let the moment happen. I want to learn how to make winners out of ordinary people with potential. To promote GT to my IBM groups, and to the CC in San Diego — would like to see a multi-cc GT seminar.

Vocational Staff Workshops Project

Workshop Abstract and Report

Title of Workshop: Celebrate Great Teaching Leadership Development Workshop

Location: Holiday Inn, Ontario, CA

Date/Time: Date: 3/15-17, 1990 Time: 5:00 p.m., 3/15 to 2:00 p.m., 3/17

Number of Participants: 2 trainers, 11 participants, 1 project staff

Objective(s): To provide training for future facilitators of the Celebrate Great Teaching in Vocational Education Seminars and to create a pool of qualified leaders who may utilize their skills on their own campuses.

Target Population: Vocational instructors who were past participants in a CGT seminar.

Brief Summary of Content and Audience Discussion

Participants had previously experienced a Celebrate Great Teaching in Vocational Education Seminar. The focus of this training session was to develop both skills and confidence in trainees, enabling them to serve as future facilitators with the project or independently on their own campuses.

The training was formatted to provide participants an opportunity to chronologically review the activities of both staff and seminar participants. The training was "hands on" using simulation as a vehicle. Individuals and groups re-enacted various segments of the retreat after review and planning. A tiered evaluation of self, peer and trainers followed to provide feedback on both group and personal actions. Each trainee played the roles of seminar participant, staff member and staff presenter.

Trainee goals were elicited at the first session and monitored for progress at several intervals. Following the training individuals were interviewed and asked about their readiness to lead a Celebrate Great Teaching in Vocational Education Seminar.

Anticipated outcomes included inviting a minimum of six participants to staff summer seminars while others would initiate seminars on their own campuses, some as early as this Spring.

Provision for Serving Special Populations: (If applicable, please describe how the workshop addressed the promotion of gender equity and/or the needs of specific special populations, such as disadvantaged, handicapped, limited English proficient, single parent, and adults needing training/retraining.)

While this training session did not directly approach these topics, every effort was made to support and increase the awareness of participants to these needs. In participant selection, participation and seminar focus, those trained in this event will show specific concern and consideration for these populations in conducting future workshops utilizing the model presented.

Assessment of Workshop:

Very Effective

Explanation for Rating:

Evaluations were received from 100 percent of the participants and 100 percent rated the workshop as "Very Effective."

Positive comments were received on all aspects of the training session, specifically organization and content. A few suggestions were made for improvements.

Recommendations for Future Sessions:

Keep training model "as is," but utilize the trainers a bit more in "modelling" roles. If possible to allow some time off to participants this would be nice — the training is very intensive.

Dick Ryerson
Person Completing Form

Celebrate Great Teaching
Leadership Development Workshop
March 15-17, 1990
Participant Evaluation

Number of Participants Responding: 11 (100%)

1. Overall, how would you rate the effectiveness of the Leadership Development Workshop?

Very Effective	Somewhat Effective	Not Effective
100%		

Comments: Please explain your rating and list suggestions for improvement.

- I thought the insights into the subtle dynamics of the CGT were most valuable.
- I enjoyed and regretted (that I didn't have it) your professional attitude and accomplishments. Superb.
- The meeting was very effective because it met the objectives.
- I was very impressed with the professionalism of the role of the current facilitators and their expectations for each of us as individuals. The materials were excellent!
- The workshop provided me with the information about process and procedure that I was looking for. Suggestion would be to provide more opportunity for participants to "conduct" small group sessions, etc., with valuable critique and suggestions from staff.
- Well organized and comprehensive.
- Catalog in sequential order forms used in seminar.

2. Were sufficient information/participation opportunities provided to prepare you for a C.G.T. Leadership role?

Preparation Very Sufficient	Preparation Somewhat Effective	Preparation Insufficient
91%	9%	

Comments: Please explain your rating and list suggestions for content/exercises/participation.

- I suppose I won't really know until I use the information to facilitate at a CGT.
- Could have been a "little more of" why we are doing this or your attitude should be...

- Very pleased with the contents, the relevant exercises and the opportunity to participate.
- Yes - the leadership material flowed easily into the instructional procedures and role playing experiences. Magnificent coordination in every aspect.
- I now feel confident to perform as a "supporting" facilitator. Would need more preparation to feel confident as a lead facilitator.
- Role playing and reality by definition are disparate.
- Have facilitators, Anita, Dick, Shirley, model the exercise in some cases.

3. Was the length of the workshop (one evening + 1 1/2 days) about right to provide training, interaction opportunities and participation?

82% Right Length
00% Too Long
18% Too Short

Comments: Please explain your rating and list suggestions for length and alternative considerations.

- I get somewhat frustrated when we have to hurry and then we are not able to complete the activity. I feel we should take the time to complete the activity and discuss it thoroughly.
- Second night was a bit too extended (9:45 p.m.).
- I always feel the need for more personal time off.
- Time was about right. Perhaps some of the routine explanation could be covered more quickly in order to allow more time to focus on process associated with main activities; i.e., small groups, values clarification, etc.
- The length of the workshop was just right.
- Another half day would have helped.
- Right length — lead us through all the exercises.
- Much more time would have been too much — there's a lot to learn.

4. **Suggestions/Recommendations** about this workshop or alternative approaches to C.G.T. Leadership Development:

- It's great.
- Liked every bit of it, except the facilities, which were not anyone's fault even the motel's.
- It may not be possible, but I think it would be beneficial to offer the leadership training opportunity as soon as possible after a CGT seminar.
- Please continue to have these superb workshops for others.
- More publicized for this workshop. Needs more people to be trained for leadership role from various colleges.
- It was great — thanks!

5. Please indicate future interest in involvement or activities planned for your college/district. (Please check applicable responses).

82% I'd like to work on the Celebrate Great Counseling Model

45% My college/district will provide a CGT seminar this year.
Date/locations indicated:

- October, 1990 - Manresa
- Possibly Spring '91
- May 17 (Thurs/Sun) - Highland Springs Resort (San Bernardino)
- August - location to be determined
- Inter-session '90 - Casa Maria

18% My college/district would like to schedule consultation/training assistance.

LEADERSHIP DEVELOPMENT WORKSHOP
Summary of Exit Interviews

In an effort to enrich participant quantitative and qualitative responses on the written evaluation form, exit interviews were conducted. These were one-on-one, were conducted by the trainers, and were brief - five to seven minutes.

Of the eleven respondents, nine expressed "readiness" to facilitate a CGT Seminar. The remaining two expressed some reservations - one about the ability to handle difficult situations, the other about the energy level required. Most respondents expressed excitement and enthusiasm and indicated the next step was application in a CGT Seminar setting. In general, respondents were reassured to know that facilitation teams would pair two experienced with two less experienced facilitators.

Most participants indicated additional training experiences were not needed to increase their confidence level and, as noted above, actual application was the next step and one they were ready for. Again, there was an indication from most that they would rely on experienced facilitators to provide direction and leadership. The planned approach of having facilitators arrive at the site the day before the seminar for planning and organizing was welcomed as an opportunity to develop team dynamics and rapport. Some specific areas of expanded experience/concern included: more practice with specific exercises and working with the small groups.

Plans for utilizing the Leadership Development Workshop experience at their college included assisting with implementation of college/district workshops already scheduled or planned for later (three participants), promotion of future seminars for district/college and encouraging colleagues to apply for the summer seminars. Most respondents cited personal/professional growth as a result of the workshop and their intent to apply techniques in the classroom. Several indicated the experience had helped them to feel more confident in their leadership abilities.

All eleven wish to be considered for future project sponsored seminar facilitation. One, sponsored by her college for participation, is not available this summer. Two participants who were specifically recruited to assist with adaptation of the model for career counselors expressed a preference for Celebrate Great Counseling but indicated they would feel comfortable facilitating a CGT as well.

Other comments related to the professionalism of the training, the depth of analysis of the trainers, the transferability of the skills learned, the need for expanded promotion/publicity for the seminars, the recognition through the training of why "things were done as they were" during the seminar.

In general, responses were positive and supportive of the training workshop.

CELEBRATE GREAT TEACHING
SITE VISIT REPORTS

(Completed by assigned consultant following the visit)

College: **Santa Rosa Junior College**
1501 Mendocino Avenue
Santa Rosa, CA 94501-4395
(707) 527-4271

Dates of Site Visit: Thursday, 4/26/90 to Saturday, 4/28/90

College CGT
Coordinator: Ellen Swenson

Dates/Location of College Seminar: June 12-14, 1990; Westerbeke Ranch; Sonoma

Orientation of Key College Representatives: (list names)

Staff Development Officer: Charles Miller
Associate Dean of Occupational Education: Susan Baldi

Please describe the receptivity to CGT & the commitment to the planned college seminar:

Receptivity was very high on the part of trainees, which included SRJC Staff Development Officer Charles Miller. Susan Baldi, Associate Dean of Occupational Education also seemed supportive. College Vocational/GT Coordinator Ellen Swenson cited some lack of support at the institutional level due to recent and impending changes in Occupational Education administrative personnel.

Additional Comments:

SRJC staff development funds will compensate facilitators due to the precedent set by their Instructional Skills Workshop series. Now that training is complete and the staff selection process near completion, recruitment and preparations will likely proceed well. Vocational/GT coordination has been well conducted — but an additional commitment by the selected staff and the Occupational Education area may be necessary to provide the recruitment effort necessary to complete the task.

Training Sessions

College Representatives Trained:

College Coordinator: Ellen Swenson

Individuals Trained:

Susan Amalia
Ann Conklin
Cecelia Estrada
Charles Miller
Barbara Surian
Bettie Underwood

Training Effectiveness:
In your judgment, how effective was the training session:

Very Effective	Moderately Effective	Not Effective
X		

Please explain your rating:

Two components could be improved, including the increased use of verbal overview of terms and outlining of each segment of the presentation and some logistical improvements in forming simulation groupings.

Please describe the commitment of trainees to CGT:

Exit interviews revealed that all trainees felt ready to facilitate a Voc/GT, given local teamwork in developmental stages.

What additional reinforcement, if any, does the college need?

A follow up letter offering phone support as needed.

What is your perception of the potential success of the scheduled college seminar?

Recruiting is still under way and will determine the seminar size, which is richer in breadth with greater numbers up to 25-30.

Additional Comments:

The seminar staff (trainees) seem very capable and will conduct an effective and professional seminar.

Consultant Completing Visit: Richard Ryerson **Date:** 4/28/90

SITE VISIT REPORT

College: **Santa Rosa Junior College**
1501 Mendocino Avenue
Santa Rosa, CA 94501-4395
(707) 527-4271

Dates of Site Visit: Thursday, 4/26/90 to Saturday, 4/28/90

College CGT Coordinator: Ellen Swenson

Dates/Location of College Seminar: June 12-14, 1990; Westerbeke Ranch; Sonoma

Training Consultant: Dick Ryerson

Training Effectiveness:
In your judgment, how effective was the training session:

Very Effective	Moderately Effective	Not Effective
X		

Please explain your rating:

All participants rated the effectiveness of the training, both verbally and in writing as 4-5.

What recommendations/suggestions do you have for improving the on-site training?

Clearer direction and time line for each of the activities. Clearer overview at the beginning.

Does your college need additional assistance/reinforcement to implement CGT?

No. Each of the participants feels ready to implement!

Additional Comments:

In addition to Doug Flesher and myself, there were 6 participants, 4 having participated at Ralston White and 2 who participated at Santa Barbara. Some participants felt having two more members would have made the exercises more realistic. Doug and I participated as resource people for the activities rather than participants in them. Overall the participants' response to Dick was extremely positive! He is warm, perceptive and supportive and always positive when giving constructive criticism. He has his finger on the pulse of the group! Thanks so much for helping us out with our efforts here at SRJC!

College Coordinator Completing Form: Ellen L. Swenson

SANTA ROSA CELEBRATES GREAT TEACHING
LEADERSHIP TRAINING OUTLINE
APRIL 26-27, 1990

April 26 - Thursday
7:00 1.0 Introductions
- 2.0 Roles/Goals and Concerns
- 3.0 Training Overview
  - 3.1 Simulation/Role Play
  - 3.2 Review/Plan/Present/Evaluate
  - 3.3 Seminar Responsibilities
- 4.0 Simulation Assignments for Friday
  - 4.1 Opening Session
  - 4.2 Participant Groupings
  - 4.3 Small Group Facilitation
  - 4.4 Other Assignments
- 5.0 Review of Social Activities

April 27 - Friday
8:30 Meet to work on preparation of simulations.
9:00 1.0 Pre Seminar concern and issues
- 2.0 Simulation: Participant Groupings
- 3.0 Simulation: Opening Session
  - 3.1 Presentation
  - 3.2 Evaluate
- 4.0 Review Instant Survey, NATD's, Books

10:30 Break

10:45 5.0 Distribution of Papers
- 6.0 Simulation: Small Group Facilitation
- 6.1 Presentation
- 6.2 Evaluation
- 7.0 Trainee Goals - Progress Check

12:00 Lunch (with campus representatives)

1:15 1.0 Simulation: Staff Meeting
- 1.1 Leadership Style Inventory
- 1.2 Staff Meeting
- 1.3 Evaluation

2:15 Break

2:30 2.0 Review/Plan: Large Group Presentations
- 2.1 Evening Showcase
- 2.2 Topic Generation Procedures
- 2.3 Questions for Values Clarification
- 2.4 Values Clarification and Follow up

4:00 3.0 Seminar Closure Activities
- 4.0 Action Word Cap Off
- 5.0 Session Ends

REPORT OF ROC/P (REGIONAL OCCUPATIONAL CENTER/PROGRAM) INSTRUCTOR PARTICIPATION in 1990 CELEBRATE GREAT TEACHING IN VOCATIONAL EDUCATION SEMINARS

EXECUTIVE SUMMARY

Celebrate Great Teaching in Vocational Education (CGT) Seminars have been an activity sponsored by the Vocational Staff Workshops Project since 1987. Based on the Great Teachers Seminar Model, they have provided community college vocational instructors with an opportunity to explore commonalties of teaching; rationally analyze instructional problems; find realistic,creative solutions to instructional problems; stimulate the exchange of ideas and information among vocational educators from different colleges and disciplines and promote introspection and professional self-appraisal in a relaxed setting and an open, friendly atmosphere. Most important, the seminars were designed to "celebrate good teaching" and rekindle enthusiasm for the profession.

The four-day retreats were developed for and oriented toward full-time community college vocational teachers. Consequently, they have not been open to participants from other educational levels or other classifications, e.g. administrators, counselors, support services staff.

In the summer of 1990, at the request of the State Department of Education (SDE) and the Chancellor's Office, California Community Colleges (COCCC), a limited number of ROC/P instructors were invited to participate in the CGT Seminars. The objectives were:

- To provide an opportunity for increased communication between ROC/P and community college career/vocational instructors.
- To determine if a similar type of seminar would be beneficial for ROC/P instructors.

The State Department of Education worked through the California Association of Regional Occupational Centers and Programs for the promotion/selection process. The level of interest was greater than the four slots which had been reserved. Six ROC/P instructors participated - two at Ralston L. White, Mill Valley, June 18-21 and four at Manresa Retreat Center, Azusa, July 9-12. The instructors represented six different career/vocational specializations, varied school settings and geographical areas of the state and different levels of teaching experience. Two of the four taught at both the ROP and community college levels. The six participants were of high calibre and quality and an asset to the seminar.

Community college participants reflected a wide range of familiarity with and understanding of ROC/Ps. Some had taught in and had extensive experience with ROC/Ps, some recognized the vital importance of cooperation and articulation between the two levels of education. Surprisingly, many had almost no conversant knowledge of ROC/Ps. Some of the ROC/P instructors reflected very little understanding of community college vocational programs. The most critical misconception on the part of instructors at both levels was that the community college and ROC/Ps were competing with each other for students and funding. The seminar contributed to opening communications and the breaking down of attitudes and barriers to understanding. This was demonstrated through the interaction and appreciation which developed among participants.

Evaluation of ROC/P instructors inclusion was generally viewed as positive by community college and ROP participants. The ROC/P participants also recommended participation of ROC/P instructors in future seminars. There was not, however, a clear indication that such participation should be through a seminar designed exclusively for ROC/Ps or whether there were distinct advantages to be gained through a combined community college/ROC/P group.

It is recommended that the SDE and the COCCC look carefully at the advantages offered to ROC/P and community college instructors through combined participation in CGT Seminars. CGT is a valuable vehicle for expanding communications and understanding among all participants. Based on the small sample of participants, it appears that there is a lack of understanding between the two levels of vocational educators. However, the model would be in jeopardy if the main objective became the expanded understanding/communication between ROC/Ps and community colleges and may not be the appropriate vehicle for addressing this concern.

A report detailing the ROC/P participation, procedures, evaluation and observations and recommendations follows.

INTRODUCTION

In 1988, William Anderson, Dean Vocational Education, COCCC and G. Allan Holmes, Coordinator of State Planning, Career-Vocational Education Division, SDE observed the closing session of the Celebrate Great Teaching in Vocational Education Seminar sponsored for community college vocational instructors. Following that experience, they requested that the inclusion of ROC/P instructors be tested to determine the applicability of the process to that level of instructor and the benefits of combining representatives from both levels in a retreat-type seminar focused on vocational instruction. The concept was further reinforced by the priority emphasis on articulation of vocational courses/programs - 2 + 2.

This report discusses the implementation, evaluation and observations/recommendations of the experience gained in 1990.

OBJECTIVES

- To provide an opportunity for increased communication between ROC/P and community college career/vocational education instructors.
- To determine if a similar type of seminar would be beneficial for ROC/P instructors.

IMPLEMENTATION

Ralston L. White Retreat Center

For the 1990 seminars, Ralston L. White Retreat, Mill Valley, June 18-21 and Manresa Retreat Center, Azusa, July 9-12 four places were reserved for ROC/P instructors (two at each site). The SDE worked through Dan McQuillen, Director, Kern County ROP and President, California Association of Regional Occupational Centers & Programs to select the four candidates. The Association sent a letter of invitation/notification to ROC/P Directors statewide. It was indicated that acceptance would be on a first-come-first served basis. Dan McQuillen notified the first four applicants of their acceptance.

Additional requests were received and, through misunderstanding of the procedures, some came direct to the seminar coordinator. Since the interest level exceeded the planned placement and it was possible to accommodate additional participants, six ROC/P instructors were accepted. One of these was a replacement for a cancellation. The acceptance of additional participants was discussed with Dan McQuillen prior to notification.

The selection process was inconsistent with procedures followed with community college participants. Selection is based on a variety of factors including: discipline, years of teaching experience, college representation, gender, ethnicity, college activities and expectation. Careful consideration is given all factors to provide a diversified group which might potentially enhance the value of the seminar. This is of particular importance since the model draws from the experiences of the participants, their openness to interact and receptivity to share.

The project mailed the package of acceptance and advance preparation materials to the original four applicants and subsequently to add-on/replacement candidates. Previously, an orientation brochure and fact sheet/application had been provided to the SDE for distribution to the final candidates.

The six participants represented different ROC/Ps, geographical areas and career-vocational specializations. This was fortunate in view of the advance screening step which was not included in the process. Two of the participants taught at both the ROC/P and community college levels. The ROC/P instructors were of high calibre, committed to their responsibilities as career/vocational educators and excellent representatives for ROC/Ps. They became full participants in the seminar and functioned as coequals with the community college instructors.

The six participants, their discipline and ROP are listed below.

RALSTON WHITE

> Bob Fikes, Architectural Drafting, Baldy View ROP (Alta Loma High School), also an instructor at Mt. San Antonio College
>
> Carol Starr, Dental Assisting, Sacramento County ROP

MANRESA

> Gloria Hong Jennings, Retail Fashion Merchandising, Long Beach ROP
>
> Betty Mattos, Nurse's Assistant/Health Occupations, Kings ROP
>
> Tony Mendez, Auto, Tri-Cities ROP
>
> Marshall Mitzman, Marketing-Distribution, Hayward ROC/P, also an instructor at DeAnza Community College

During the Ralston White seminar, it was determined that advance orientation/discussion with the ROC/P instructors had not provided sufficient clarification of the expectations and the rationale for their participation. Based on that input, a letter of clarification was sent to the four participants scheduled for the Manresa seminar. This was especially important to dispel any misconception that the seminar would concentrate on ROC/P - community college similarities and differences or that a larger number of participants would represent the ROC/Ps. As a result, there seemed to be better understanding of the purpose of including ROC/P instructors at the Manresa seminar. During the opening session at both seminars, a brief explanation of the test, the objectives and the assimilation of all participants was discussed.

Community college and ROC/P instructors had a wide range of understanding and familiarity with each other's programs. Some community college instructors had taught at an ROC/P prior to the college experience. Some worked extensively to articulate courses/programs. ROC/P instructors also had divergent levels of understanding and varied working relationships with community colleges. Most startling was the large number of participants who had virtually no understanding of what an ROC/P was and how they functioned and the view of some instructors that the two LEAs were in direct competition for students and resources.

In general, the experience was well received and very positive. Perhaps most indicative was the statement, "We're all vocational educators, have much in common and teaching level should not matter." The evaluations, shown as Attachment B, substantiate the positive aspects of the pilot test.

EVALUATION

All participants were asked to complete evaluations of the seminar overall and the ROC/P pilot specifically. One item, to be completed by all participants, asked "Was the inclusion of ROC/P instructors of value?" 71.8% of all participants responded YES, 2.6% responded NO (one respondent only) and 25.6% did not respond. The high level of No Response is not viewed as a neutral or negative but may rather stem from confusion about who was to complete the item since it immediately preceeded a separate section of the form to be completed by ROC/P instructors only.

ROC/P responses substantiate concerns previously noted: specifically the appropriateness of seminar information/orientation to ROC/P instructors and the lack of clarity of expectations/role. The clarification letter sent to Manresa participants resulted in a positive response from all four participants. Five of six participants indicated they would recommend that fellow ROC/P instructors participate in a Celebrate Great Teaching Seminar citing very specific reasons. One responded YES & NO, indicating the need for more specific tailoring to the ROC/P teaching strategies.There was no conclusive recommendation regarding the need for a CGT specifically designed for ROC/Ps. The one comment supporting a separate seminar indicated it would allow more ROC/P instructors to participate.

As a part of the CGT Model, past participants are trained to become seminar facilitators. The Leadership Development Workshop is offered to train facilitators for project supported seminars and to help local colleges implement the model at the local level. Five of the six ROC/P participants indicated an interest in being a CGT leader. This amplifies the positive nature of the experience.

OBSERVATIONS & RECOMMENDATIONS

- The pilot test of including ROC/P instructors in the CGT Seminar was successful and productive even though the implementation procedure needs refinement for any future application.

- The Seminar provided all participants with opportunities for sharing and learning from each other. Commonalties were more significant than the difference between teaching levels.

- The selection of future ROC/P instructors should follow the same procedures and review applied to community college instructor selection.

- ROC/P instructors need careful orientation/information about their participation and the anticipated expectations.

- Individual participant feedback to their ROC/P directors and colleagues should be collected and reviewed by the SDE and the CAROC & P to add dimension and enrichment to the evaluation. (Note: with previous CGT seminars, a follow-up study has been conducted with participants six months after the retreat. Subject to refunding, the study would be conducted with 1990 participants including some specific focus on the ROC/P participation.)

- Attitudes toward and familiarity with programs at each educational level in this sample group were widely diverse. If this is representative, barriers to communication and understanding need to be broken down to stimulate free exchange of ideas and expanded cooperation.

- Local colleges implementing the CGT Model may wish to consider including ROC/P instructors to increase understanding and trust. This could be an effective vehicle for achieving articulation.

Vocational Staff Workshops Project Report
Prepared by: Shirley McGillicuddy, Project Subcontractor
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The Vocational Staff Workshops Project is sponsored by the Chancellor's Office, California Community Colleges; the California Community College Administrators of Occupational Education (CCCAOE) and Mt. San Antonio College. The project is funded through VEA, Title II, Part B (Professional Development) funds and supported through a grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

ROC/P EVALUATION
1990 CELEBRATE GREAT TEACHING SEMINARS

Manresa Retreat, Azusa, CA • July 9-12, 1990
Ralston White Retreat, Mill Valley, CA • June 18-21, 1990

All 39 seminar participants (19 at Manresa; 20 at Ralston White) were asked to respond to the following question:

Was the inclusion of ROC/P instructors of value?

71.8%	YES
2.6%	NO
25.6%	No Response

COMMENTS:

- As ROP instructor it was for me. Gave me more insight into the community colleges.
- Occupation instruction is occupation instruction.
- Of course! We added a little "zest" to the group.
- The participants added perceptions & insights.
- It was good to know about their programs and they were delightful individuals.
- All voc. ed. activities were represented.
- This is an area where all community colleges must interface if we are to be successful.
- Valuable resources from the high schools
- Another perspective—didn't really understand ROP until now.
- Feel they have similar students and situations and contributed greatly.
- Interesting to find out what is done in this area.
- Articulation is still not a reality.
- I value the contact with these individuals.
- I would like to know the basic feeling or answer to this.
- Yes, but a minimal value. One instructor did not represent himself well.
- I feel ROC/P instructors are an integral part of the education of our students — part and whole.
- Because we must be a team.
- Their info was invaluable, their experience extremely helpful.
- Not applicable to my field.
- I don't think they need to be singled out. I was not really interested in the program they have except to hear what it was. My focus was on "teaching" — "universal & Great Teaching."
- I've associated with them for the last 15 years.

- All vocational instructors have the same problems and learning something about their problems and administration let us see the other side.
- I didn't know what ROP was before this conference.

Part 2 (Completed by the 6 ROC/P participants only)

1. Do you teach at a community college as well as at a ROC/P?

YES: 2
NO: 4

2. Was the seminar information/orientation appropriate for ROC/P instructors?

YES: 4
NO: 2

Comments:

- We are all voc. ed. targeting the same populations.
- Problems are different.
- My role & expectations were not clear to me.
- Teachers are not different on the 2 levels.
- Occupational instruction with articulation is appropriate for all levels of instruction.
- Why wouldn't it be?

3. What specific improvements would benefit future ROC/P participants:

- None that I can think of.
- Not sure.
- This would take some brain storming — overall the seminar was great.
- Some staff generated topics on a common core of interest.

4. Would you recommend fellow ROC/P instructors participate in a Celebrate Great Teaching Seminar?

YES: 5
YES & NO: 1

Comments:

- To renew teaching enthusiasm and gain insight to c.c. workings.
- Yes, because of the recharging; no, because there is a step-child feeling unless more people are included.
- New insight from other disciplines
- Great learning experience along with networking with other disciplines

- Yes; they would not be out of place—No; may need more content oriented teaching strategies.

5. Do you feel that a Celebrate Teaching Seminar directed specifically toward ROC/P instructors would be more appropriate? Why?

YES:	1
NO:	2
YES & NO:	2
MAYBE:	1

Comments:
- To articulate our programs we need the contact.
- Either way it seems that it would work.
- This is worth considering. If separate—more ROC/Ps can participate.

6. Would you be interested in being a Celebrate Teaching Leader?

YES:	5
NO:	1

CELEBRATE GREAT TEACHING FOLLOW-UP STUDY

June 19-22, 1989
Ralston L. White Retreat, Mill Valley, California

Responses received: 18 of 23 (78.3%) Not received: D. Davis, J. Dilg, J. Gleason, B. Peters-Sharp, Y. Villegas

1. Renewed and refreshed enthusiasm for teaching gained through the seminar continued through the Fall term:

Extensively:	11 (55%)
Extensively to Moderately:	2 (10%)
Moderately:	7 (35%)
Very Little:	0

Comments:

- I really needed to take time out from teaching/responsibilities to get refreshed.
- Ideas, suggestions, comments, etc., shared during the seminar have often "replayed" themselves in my mind.
- Non-teaching considerations i.e. administration lack of budget and staff interfere with extensive enthusiasm.
- It was an excellent intense experience. The exposure to diverse opinions & teaching approaches improved my perception of instructors and their roles with students, administration and fellow teachers.
- These types of activities are very positive cures for burnout.

2. Strategies/techniques introduced have influenced your teaching/counseling:

Extensively:	7 (35%)
Extensively to Moderately:	2 (10%)
Moderately:	10 (50%)
Very Little:	1 (5%)

Comments:

- Utilized some strategies learned at the seminar in my own classes.
- I really learned from sharing & borrowing from the expertise of others.
- Need to pull out my materials again & continue to apply info. learned.
- Outside considerations again interfere.
- I have taken on a new approach to my teaching style—more aggressive, pursuing answers intensely w/students. I've also become more involved w/Academic Senate, recruiting, and program improvement.

- Actual strategies were not really discussed, while certain techniques are still under consideration.
- I try to learn a new trick every day. Only problem, I generally forget one every day.

3. The seminar experience was shared with/extended to others on your campus. If YES, with whom? (Responses shown by number by "audience.")

Instructional/Occupational Dean:	11
Division/Department Chairperson:	10
Fellow teachers/colleagues:	18
Others:*	5
Not Applicable:	1
Not Shared:	1

***Others** included: Peers at Chico State; students; Staff Development Committee members; Peralta Vocational Club members; part-time faculty (as part of the Flex calendar activity); faculty inservice at beginning of year.

If shared, please describe briefly what has been done or is planned:

- At the first faculty meeting I reported own seminar activities and related to occupational and division deans about the benefits of the seminar for other instructors. Plan to write letter to my occupational dean as to the benefits and to promote this for other voc. ed. instructors. Have spoken with him about such.
- It is being discussed in our psych tech faculty meetings.
- I still am hoping to submit an article to our staff newsletter about my experience. I organized and presented 2 flex workshops thanks, in part, to the self-confidence I felt after attending the seminar.
- Recommended that peers on campus attend Great Teachers.
- We are planning a workshop of the similar nature for both colleges of the district.
- I have been so busy with other projects this past semester I haven't been able to pursue any additional. Somewhat connected was a VEA grant I wrote and was awarded to develop and present an orientation course to introduce essentially re-entry women and others to a variety of technically oriented occupations in computer integrated manufacturing to be instructed by women from industry employed in the areas of the occupations to be presented.
- We have talked about a division and/or campus-wide seminar, but no definite plans or actions have been taken.
- Several Professional Days workshops were presented around material I brought back.
- Letters of description to Admin. Process demos to teaching staff.
- Shared through personal contacts and references.

- At the beginning of the academic year I presented an oral report to all the faculty and then elaborated more privately with the president about the experience.
- Occupational Deans supported SRJC sponsored Occupational Great Teachers at Westerbeke Ranch, 6/12-14, 1990. Colleagues encouraged to attend.
- We have school retreats using seminars format. I have also discussed this with other colleges.
- Tried to encourage others to apply for participation.

If NO please explain briefly why not:

- College is still recovering from bankruptcy, staff development money is usually committed 12 to 24 months in advance, and Title V.
- No one seemed to be interested.

Comments directed to specific questions were as follows:

4. Overall, what was the major benefit gained through your participation?

- I felt enthused to be more creative.
- Gave me an opportunity to meet other instructors facing the challenge of teaching in today's Calif. community colleges. Allowed me to learn how these instructors worked out problems in teaching voc. ed. students. Learned new strategies in teaching a diverse student population.
- Just learning from colleagues how they have worked through problems I am currently wrestling with.
- I felt that I was part of a very important group that was trying to make a difference for students. I had been getting discouraged over our declining enrollments but I felt revitalized by the retreat. I have come back and led the charge in updating and improving our program. It's a little early to tell but I think things are finally starting to turn around.
- I had been debating whether or not to stay in teaching. Have now decided to do so and that I truly enjoy it.
- Sharing with each other. An excellent learning experience.
- My own growth in striving to be a more effective instructor.
- Increased knowledge and awareness regarding statewide vocational issues. Specific ways of tackling change.
- Connection with other educators and sharing techniques and insights.
- Recharged the batteries!
- Sharing with vocational teachers of various disciplines—seeing commonality among us in challenges we face with our students, colleagues, and institutions. We're all great people and have much to contribute!
- Improved awareness of instructor role and potential for implementing positive changes in the educational system.
- Re-energized.
- Reflection on effectiveness of teaching methodology.

- Professional growth.
- Expanding my awareness of the fact that teaching is a great profession.
- It gave me greater insight to other teachers' thinking/perspectives.
- First time exposure to other vocational instructors (both campus & discipline wise) and their insight and experience with dealing with various problems: 1) recruiting, 2) curriculum, 3) instructional office, 4) Liberal Arts "types."
- The rejuvenation—I felt renewed, pleased to do what I do.

5. Additional benefits gained.

- My boss was very impressed and I hung my certificate in my office and I loved the snapshots.
- Leadership development
- Better understanding of our c.c. state system… and the staff that makes it this way
- Networking with other northern Calif. colleagues
- Networking with colleagues, noting a similarity with student problems
- Opportunity for a "time-out" from the mainstream of job related activities—yet intense energies were invested into the weekends activities which were very beneficial and productive.
- The seminar was truly relaxing—was very appropriate after a busy semester and wonderful way to begin summer.
- Realized we do very well at SRJC in terms of conditions, admin. support, etc.
- A feeling of confidence, know that I'm not alone in facing problems
- Validated my own teacher perspectives in helping diverse students in voc. ed. classes. Interfaced with a great group of people who happened to be community college instructors. Seminar held in a place that allowed wonderful relaxation and excellent food.

6. Recommendations for the future:

- Still the same one I had before—prepared "experts" in certain areas
- Smaller dinner tables to enhance discussion
- Satisfied with the format
- I would like to see more workshops throughout the year and at more locations. Realistically, I do not believe that I could initiate and put on a similar workshop even with assistance.
- Let's have more workshops/conferences dealing with our diversity. California has some very unique challenges as a result of demographical changes—the community college system is also impacted. There is richness in diversity; but unless we learn to deal with the challenges diversity brings, we will never find that richness. I would be very interested in contributing in this area.
- Techniques for outreach (industry, etc.). How to be a strong advocate for your voc. tech. program.
- These types of workshops should be mandatory for all instructors to participate. Perhaps the individual colleges could provide credit(s) granted to participants.

- Possible workshops on way in which tech/voc instructors, classes and programs might tap into a benefit from Bill 1725 funds. Workshops on how to fund or otherwise support high cost tech. courses and programs.
- Take on 1-3 problems facing us all and, with a facilitator, address these problems in work groups, etc.
- I would highly recommend one of these seminars to my colleagues.
- More of them—especially for health faculty.
- Allow little more relaxation time (planned). How to stimulate colleagues in attending workshops and seminars.
- Minority students are increasing—how do we focus on pertinent areas and still complete all our other accountabilities? How do we re-tool? Are there plans in school system for this change?
- Please see enclosed materials on ENLACE. People working together @ EVC and within our community have made this possible.

7. Other comments you wish to make:

- I thought about this and maybe the seminar could use a bit more structure—the "break out" sections didn't exactly cut it.
- The enthusiasm of this "staff" was quite contagious, and thus very productive.
- I'm sorry that I won't be able to participate in the future because I'm retiring in June and moving back to New Mexico. This was a decision that came up unexpectedly last August but I'm really looking forward to the new life.
- Super happening for c.c. instructors
- Cannot attend this year as I am going to Japan.
- I look forward to continued contact and involvement with Shirley McGillicuddy & Associates.
- Length of & retreat setting critical to the workshop I attended. Anything less results in a much diluted version.
- I keep remembering the discussion/presentation on students of varying ethnic, cultural, and racial backgrounds and how to instruct to their needs, overcoming their difficulties. I see more and more of these students in my classes, and I feel, at times, very frustrated in the miscommunications that occur. The discussion at the workshop was helpful; however, more study is needed to find better ways to instruct these students.
- Enjoyable, provided good food and relaxation and at the same time an opportunity to share ideas. Would be enlightening to non-occupational faculty if they were included.
- I feel fortunate to have had the chance to attend the June 19-22 workshop. Some of my friends went to the August 20 workshop, but did not enjoy it as much. I think the June workshop was really excellent.
- Would be nice to locate north and south at Asilomar—atmosphere promotes creativity.
- I enjoyed my seminar. It was really excellent.
- Excellent environment. Continue to hold such seminars. Could use more publicity about the workshop to stimulate interest among long time instructors as well as new ones.

CELEBRATE GREAT TEACHING FOLLOW-UP STUDY

Manresa Retreat Center, Azusa, California
August 7-10, 1989

Responses received: 12 of 14 (92.3%) Not received: J. Couch (One participant spent only the final half day, which did not provide sufficient evaluation experience.)

1. Renewed and refreshed enthusiasm for teaching gained through the seminar continued through the Fall term:

Extensively:	3	(25.0%)
Moderately:	8	(66.7%)
Very Little:	1	(8.3%)

Comments:

- Magnificent experience
- I went feeling a little tired/burned out. Came home feeling much more refreshed and excited and positive. Some new ideas to try and a general feeling of renewed energy.

2. Strategies/techniques introduced have influenced your teaching/counseling:

Extensively:	0	
Moderately:	10	(83.3%)
Very Little:	2	(16.7%)

Comments:

- Periodically. It gave me new angles on improving approaches I was currently employing with my trainees.
- I found that some ideas that excited me would not necessarily work in my circumstances, but did try to do some variations on them.

3. The seminar experience was shared with/extended to others on your campus. If YES, with whom? (Responses shown by number by "audience.")

Instructional/Occupational Dean:	3
Division/Department Chairperson:	4
Fellow teachers/colleagues:	7
Others:*	0
Not Shared:	1

***Others** included: Advisory Committee seminar (poorly attended).

If shared, please describe briefly what has been done or is planned:

- Offered to help planning similar workshops on campus
- Informally
- I prepared a one page summary for my Vice Chancellor of Academic Affairs and my department chair but have not had any feedback on my summary.
- Discussed the nature of the experience, and its rejuvenating effects; no activities planned at this point, since we have had several colloquia of a similar nature on our campus recently
- I reported to my department chair and when it is in the ropes of the campus is unknown to me.
- No immediate plans
- Just general techniques, enthusiasm
- Gave a report of the seminar to my division, which includes 9 departments
- Other instructors encouraged to attend future great teaching seminars
- NO—would not know quite how to go about doing it

Comments directed to specific questions were as follows:

4. Overall, what was the major benefit gained through your participation?

- Major benefit was the opportunity to share ideas and experiences. To acknowledge the fact that other teachers, regardless of discipline, go through the same ups and downs as you do.
- Shared teaching strategies with other participants!
- Renewal, rejuvenation, meeting others
- I gained information not only from the formal parts of the retreat, but also the informal discussion I had with other participants. I would have probably gained more if there was another participant from my discipline; namely, Management and Marketing.
- The experience of interacting with other vocational educators—the sense of community
- An awareness that what we do as teachers really is important even on an elemental level—the smiles and confidence are as strong of reinforcers as the grades and challenges we pass out.
- Teaching techniques/activities/evaluations
- Recognition of importance of voc. ed.; use of new techniques of teaching; use of computer for records, etc.
- The major benefit was the caring of the other instructors. Specific ideas and recommendations were not as important as the general sharing that has helped me to continue thinking of new, interesting and fresh ways of accomplishing my goal. By hearing others going through this continuous evaluation process is encouraging me to do the same... and I have.

- Less frustration with teaching (other instructors in the seminar have the same frustrating experiences); ability to try new methods of teaching; learned "how to" relax.
- Some tips on advisory committee management
- Becoming aware of how other teachers solve difficult learning situations; learning innovative teaching techniques.

5. Additional benefits gained.

- It was useful to hear others talk about how they teach, interact and perceive their students.
- Chance to communicate with other instructors from different colleges and from different departments/fields of interest.
- A scattering of new friends—fond moments of shared troubles, concerns and victories as a teacher
- More self confidence
- The atmosphere of the retreat and the excellent staff, I feel, helped to unwind most of us.

6. Recommendations for the future:

- Larger group/staff willing to respond to group not hold on to "structureless" structure
- How to motivate students to learn and study beyond getting "a job."
- Have industry sponsor a hands on program—like using new AV materials
- Better accommodations—example Asilomar, Pacific Grove, California
- Perhaps including a seminar within a seminar—for instance, a few hours of right brain developing, etc. for the left brainers, etc.
- I would like to see more workshops dealing with the "nuts & bolts" of actual teaching. I have never had a teaching strategy or methods course and probably have a lot to learn for those who have had. I would also like a workshop on the actual selling and publicity involved in building an occupational program to include articulating with the business community.
- I'd still like one with specific areas, such as Allied Health.
- Same discipline
- A workshop with people in similar fields would also be beneficial, as an example: electronics, machine tool, drafting, auto, etc

7. Other comments you wish to make:

- While I realize the importance of play, I did not enjoy some of the "games," and wonder if actual "games" are necessary. Yes, it did help us to feel comfortable together and to loosen any inhibitions, but again, there may be other ways to do this. The small groups and then the sharing in the large group was informative and also a good way to know individuals better. Because there are so many distinct personalities together, and not really that many days together, it is hard to expect everyone to be comfortable enough to be too social and friendly. Keeping to the business structure may be more appropriate.
- Great experience
- Presentations were very good. Leaders were very helpful—thanks! We would have gotten more done if we (the participants) were more assertive.
- It was a high point for me, an opportunity to reflect on the commonality of teachers and their shared visions.
- I feel there is a real need on most campuses to develop an Economic Development Office to work with the local business community on contract education, regular semester classes, and the development of a Small Business Center to serve as a resource for the small business needs of each community.
- It was wonderful! Get a place that has good vegetarian cooking.
- One unit should include general information regarding issues that will impact everyone such as AB 1525, etc., or alternate careers within the system: like, how do you go about getting into administrative positions, counseling, school business, etc.
- I believe each participant should nominate someone in their department or division, and you folks do the follow up.
- Conduct a survey of division deans and ask them to submit their most important topic or select a topic(s) from a list, which would be extremely pertinent to the seminar.

PART II: VOCATIONAL STAFF WORKSHOPS
ADDENDUM
CELEBRATE GREAT COUNSELING

OBJECTIVE

Design, implement and evaluate a 3 1/2 day Celebrate Great Counseling retreat for 24 community college vocational counselors. Standardize results into a model for local college implementation.

OBJECTIVE
OUTCOMES
MEASUREMENT

Objective: **Design, implement and evaluate a 3 1/2 day Celebrate Great Counseling retreat for 24 community college vocational counselors. Standardize results into a model for local college implementation.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Four facilitators trained to implement the CGC seminar.	Two career counselors who were past participants in CGT were sponsored by the Vocational Staff Workshops Project to participate in the Leadership Development Workshop conducted in March 1990.
A CGC Model patterned after the Celebrate Great Teaching in Vocational Education Seminar.	The CGC Model was developed and reviewed by the consultant retained to assist with implementation and the trained facilitators. See CGC Model in separate section of this report. Staff was recruited to facilitate the seminar.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A 3 1/2 day retreat for 24 community college carer counselors.	Manresa Retreat House in Azusa was contracted with for the CGT seminar. Increased costs since the time the proposal was written warranted reducing the time to three days. A promotional flyer and application was mailed to deans of student services and vocational education and counseling offices in southern California colleges. The California Community College Counseling Association was contacted to promote participation. Quantities of the promotional flyer were mailed to the CCCCA president and immediate past president, facilitators and other key professionals to assist with promotion. Applications were processed, acceptances and advance preparation materials were mailed to participants. Numbers of applications were low. Project staff consulted with the project director to determine if the seminar should be cancelled. Two participants cancelled. The seminar was cancelled and applicants were notified.
Evaluation and refinement of the CGC Model for local college implementation.	

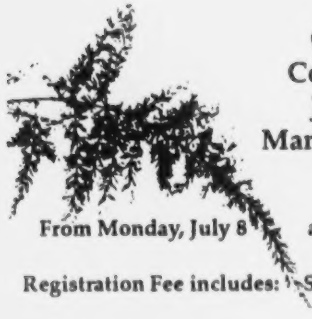
MEASUREMENT: Facilitators who participated in the Leadership Development Workshop evaluated the training experience. See CGT: Leadership Development section of this report. The Model was reviewed by the facilitators and the consultant. Particular attention was directed toward the reduced schedule - from 3 1/2 to 3 days. Project staff reviewed developments with the project director noting exceptions and warranted modifications. The most meaningful evaluation, implementation of the Model and participant/facilitator feedback was not attainable.

COMPARISON: Actual Outcomes were disappointing. The project addendum had been planned for integration into the Staff Workshops Project and especially the CGT 1990 seminars. Funding occurred in August as opposed to the planned February date. The CGT seminar promotion was started in January. The seminars were completed in June and July. Confusion resulted when the COCCC requested a final claim in December 1990. Since the CGC addendum had been incorporated into the SWP contract, the budget increased to include the $15,000 CGC proposal and the ending date changed to June 30, 1991, it was assumed the project and addendum were both terminated. In April, the project staff was informed that the CGC addendum was still operational. This did not provide sufficient time for aggressive promotion and recruitment of career counselor participants.

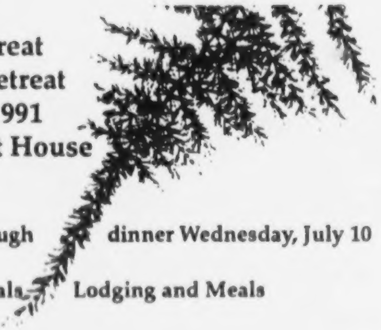
MAJOR ACTIVITIES

- Prior to funding of the addendum, lists of past participants in the CGT seminars were reviewed to identify counselors who could be trained to be facilitators. Two were recruited, one past CGT participant and one from Mt. SAC who had participated in a college seminar.
- The two counselors participated in the Leadership Development Workshop, March 1990. The consultant identified to develop the Model, project staff and the two counselors discussed modifications which needed to be made to make the experience relevant for career counselors.
- Funding notification was received in August. At that time the Staff Workshops Project budget was close to being spent, however, the operational date was extended to June 1991. This resulted in confusion regarding the original plan to consolidate promotion, mailings etc. for CGT and CGC to achieve greater cost effectivenes since there was not sufficient budget in SWP to sponsor a 1991 CGT.
- The COCCC requested a final project claim in December 1990. Project staff understood that the project and addendum were both closed down.
- In April, project staff was informed that the CGC addendum was operational through June 30, 1991.
- The consultant was contacted to assist with developing the model and staffing. Facilitators were recruited and included two counselors, an experienced CGT facilitator and an alternate. One of the trained counselors had a schedule conflict and was not available.
- Manresa Retreat House in Azusa was contracted with for July 8 - 10. The project director conferred with the project monitor to gain approval to run the seminar after funding ended because of availability of staff and the site. Per person costs had increased from $175 to $225 for 3 1/2 days. The decision was made to reduce the seminar by 1/2 day to stay within the budget and keep registration fees low.

- Consistent with the original CGT seminar which tested that model, the registration fee was set at the low level of $50 as an incentive to build participation.
- The CCCCA immediate past president and president were contacted to gain input and request promotional assistance.
- A promotional mailer and application were designed, produced and mailed to southern California colleges to vocational and student services deans and counseling departments. A June 15 deadline was established.
- Project staff developed the CGC model and distributed working papers to the facilitators and CCCCA officers to gain input. The model was refined and produced.
- Acceptance letters were mailed to 12 participants. This was done after conferring with the project director, consultant and facilitators to determine if that small number would provide a valid test for the model. The decision was based on past experience with testing expansion and replication of CGT the second year when the number of participants were 12. The test had been effective. It was agreed that if the number dropped below 12, the seminar would be cancelled.
- Two cancellations were received. The seminar was cancelled, and Manresa was notified.



Celebrate Great
Counseling Retreat
July 8 – 10, 1991
Manresa Retreat House
Azusa



From Monday, July 8 at 9:00 a.m. through dinner Wednesday, July 10

Registration Fee includes: Seminar, Materials, Lodging and Meals

Community College Career Counselors
Celebrate Great Counseling Seminar

July 8–10, 1991
Manresa Retreat House, Azusa

WHAT IS THE CELEBRATE GREAT COUNSELING SEMINAR?

- A three day, condensed version of the California Great Teachers Seminar that has been especially adapted to the interests and needs of community college career counselors. The seminar staff are alumni of the California Great Teachers Seminar, Celebrate Great Teaching seminar for Vocational Education faculty or similar experiences and may have led successful seminars on their own community college campuses.
- A model has been developed specifically for California community college career counselors to gather together in a peaceful retreat setting to exchange counseling techniques and ideas, to find solutions to counseling problems and to become revitalized.
- Sponsored by the Vocational Staff Workshops Project in cooperation with the Chancellor's Office, California Community Colleges, Mt. San Antonio College and the CCCAOE (California Community College Administrators of Occupational Education).

WHO IS ELIGIBLE TO ATTEND?

- Career counselors from California community colleges.
- Both long-term and less experienced counselors will gain through this experience.

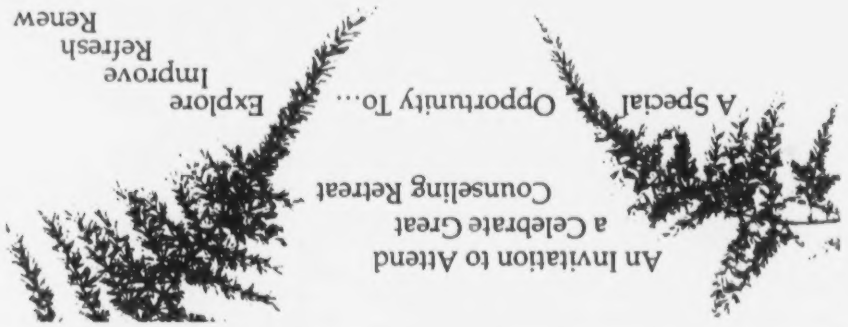
WHAT ARE THE PURPOSES OF THE SEMINAR?

- To test and refine the Celebrate Great Counseling model for future replication.
- To rationally analyze counseling problems faced by community college career counselors and to find realistic, creative solutions.
- To seek out transferable ideas and commonalties for counseling in diverse vocational options.
- To stimulate the exchange of information and ideas among career counselors from a variety of specializations and different community colleges.
- To promote introspection and self-appraisal and to renew enthusiasm for good counseling.

WHAT IS THE APPLICATION AND SELECTION PROCESS?

- 24 community college career counselors will be selected for seminar participation.
- Consideration will be given to: gender balance, college representation, a mix of experienced and less experienced counselors and vocational specialization diversity (if applicable).
- To apply, complete the form on the back of this information sheet. The Vocational Staff Workshops Project will cover a majority of the costs for this remarkably rejuvenating experience. Transportation to the site is the responsibility of the participants and their colleges.
- A modest $50 fee, payable upon notification of acceptance, and by June 30, is all that is required for an experience that will renew your enthusiasm for counseling.

Over Please for Application…



An Invitation to Attend
a Celebrate Great
Counseling Retreat

A Special Opportunity To…
Explore
Improve
Refresh
Renew

Please cut ✂ along the dotted line and return the application form to the address below
Keep the top portion for your reminder!

Community College Career Counselors
Celebrate Great Counseling Seminar

July 8–10, 1991
Manresa Retreat House, Azusa

Application Form

NAME: ____________________ TITLE: ____________________

COLLEGE: ____________________ PHONE: (____) ________ EXT: ______

YEARS IN COUNSELING ____________ PHONE # FOR

☐ Male ☐ Female MESSAGES: (____) ______ EXT: ______

Briefly describe your commitment to/interest in career counseling. Do you have a specialization? If so, please identify:

Briefly describe your college activities in addition to counseling:

Briefly explain why you would like to participate in this seminar:

SUMMER CONTACT INFORMATION:
Mailing Address

____________________ ____________________
Signature of Applicant

____

Phone: (____)____________________ ____________________
Signature of Administrator/Student Services

RETURN TO: Shirley McGillicuddy
671 Chaparral Road
Sierra Madre, CA 91024

DEADLINE: JUNE 15, 1991

Community College Career Counselors Celebrate Great Counseling Seminar

July 8-10, 1991
Manresa Retreat House, Azusa

WHAT IS THE CELEBRATE GREAT COUNSELING SEMINAR?

- A three day, condensed version of the California Great Teachers Seminar that has been especially adapted to the interests and needs of community college career counselors. The seminar staff are alumni of the California Great Teachers Seminar, Celebrate Great Teaching seminar for Vocational Education faculty or similar experiences and may have led successful seminars on their own community college campuses.
- A model has been developed specifically for California community college career counselors to gather together in a peaceful retreat setting to exchange counseling techniques and ideas, to find solutions to counseling problems and to become revitalized.
- Sponsored by the Vocational Staff Workshops Project in cooperation with the Chancellor's Office, California Community Colleges, Mt. San Antonio College and the CCCAOE (California Community College Administrators of Occupational Education.

WHO IS ELIGIBLE TO ATTEND?

- Career counselors from California community colleges.
- Both long-term and less experienced counselors will gain through this experience.

WHAT ARE THE PURPOSES OF THE SEMINAR?

- To test and refine the Celebrate Great Counseling model for future replication.
- To rationally analyze counseling problems faced by community college career counselors and to find realistic, creative solutions.
- To seek out transferable ideas and commonalties of diverse vocational options.
- To stimulate the exchange of information and ideas among career counselors from a variety of specializations and different community colleges.
- To promote introspection and self-appraisal and to renew enthusiasm for good counseling.

WHAT IS THE APPLICATION AND SELECTION PROCESS?

- 24 community college career counselors will be selected for seminar participation.
- Consideration will be given to: gender balance, college representation, a mix of experienced and less experienced counselors and vocational specialization diversity (if applicable).
- To apply, complete the form on the back of this information sheet. The Vocational Staff Workshops Project will cover a majority of the costs for this remarkably rejuvenating experience. Transportation to the site are the responsibility of the participants and their colleges.
- A modest $50 fee, payable upon notification of acceptance, and by June 30, is all that is required for an experience that will renew your enthusiasm for counseling.

Over Please for Application...

Community College Career Counselors
Celebrate Great Counseling Seminar
July 8-10, 1991
Manresa Retreat House, Azusa

NAME: ______________________________ TITLE: ________________

COLLEGE: _______________________ PHONE: (____) ______ EXT: _____

YEARS IN COUNSELING ____________ PHONE # FOR

☐ Male ☐ Female MESSAGES: (______) ______________ EXT: ____

Briefly describe your commitment to/interest in career counseling. Do you have a specialization? If so, please identify.

Briefly describe college activities in addition to counseling: Briefly explain why you would like to participate in this seminar:

SUMMER CONTACT INFORMATION:
Mailing Address

____
Signature of Applicant

Phone: (_____) __________

____
Signature of

Administrator/Student Services

RETURN TO: Shirley McGillicuddy
671 Chaparral Road
Sierra Madre, CA 91024

DEADLINE: JUNE 15,1991

CELEBRATE GREAT COUNSELING SEMINAR FOR COMMUNITY COLLEGE CAREER COUNSELORS

MATERIALS FOR THE 1991 SEMINARS

Each participant is asked to bring a variety of background materials which will be shared with the other seminar members. These are listed below.

1. PERSONALLY ATTEMPTED CAREER COUNSELING INNOVATION

   Thirty (30) copies* of a one-page paper (form enclosed) describing a personally attempted career counseling innovation--successful or unsuccessful. The paper should include a brief description of the counseling problems or circumstances that generated the attempt and a brief analysis of the reasons for its success or failure. Each member of the seminar will receive a copy of every paper. The discussions at some of the small group sessions will center around the content of these papers.

2. PERSONALLY ENCOUNTERED CAREER COUNSELING PROBLEM

   Thirty (30) copies* of a one-page paper (form enclosed) describing a problem in career counseling which you have encountered, whether solved or unsolved. This paper may merely pose your questions for discussion. Copies of this paper will also be distributed to all participants.

3. PUBLICATION WHICH HAS SIGNIFICANTLY INFLUENCED YOUR CAREER COUNSELING STYLE

   Thirty (30) copies* of a bibliography (form enclosed) of the book or other resource that has had the strongest effect on your attitudes toward counseling. The book need not be about educational advisement or counseling. It will be included in the Seminar Library. At the end of the seminar, it may be either reclaimed or traded. Please bring a copy of the book, publication or resource to share with participants during the Seminar. Be sure your name is on the book.

4. COUNSELING TOOL

   Any counseling tool or device you may use–homemade or commercial, related to specific careers or universally applicable–which has enhanced your effectiveness as a career counselor. IT NEED NOT BE ASTOUNDING! IT SHOULD BE ABLE TO BE DEMONSTRATED IN 5 MINUTES OR LESS. If you require special equipment other than that listed under item 6, page 2, you should provide it yourself.. *Copy machines will not be available at the site. As a result, items 1, 2 and 3 above must be brought ready to distribute.

   Please make sure copies are clear and readable and can be photo copied at a later date should participants wish to do so.

   Be sure your name, career counseling specialization if applicable, college and telephone number are on each form.

CELEBRATE GREAT COUNSELING SEMINAR LOCATION, REGISTRATION and SCHEDULE

1. ARRIVAL AND DEPARTURE

Registration 9:00 a.m., July 8, 1991, Manresa Retreat House.
Departure 7:00 p.m., July 10, 1991, following dinner.

2. LOCATION

All seminar activities, including meals and sleeping accommodations, will be held at the Manresa Retreat House, 801 East Foothill Blvd., Azusa, CA 91702-1330. A retreat setting has been selected because it enhances the regenerating focus of the experience. Participants must stay on-site and attend all three days. Partial participation and commuting detract from the effectiveness of the experience. A map and directions to Manresa are attached.

3. PARKING

Adequate parking is available on-site. It is suggested you drive to the Retreat House and unload your luggage before parking.

4. SCHEDULE

Except for meal times, the Seminar schedule is flexible and will be determined by the flow of activities. Meals will be served family style at scheduled times as follows:
Breakfast - 8:00 a.m. Lunch - Noon Dinner - 6:00 p.m.
Indicate your choice of regular or vegetarian menu on the Registration Form and return by June 30.

5. SMALL GROUP WORKSHOPS

Much of the Seminar activity occurs in small group workshops. Information regarding workshop assignments will be provided at the Seminar.

6. SUPPLIES

Writing tablets, pens, pencils, a highlighter and a folder for notes and Seminar papers will be provided for each participant. A supply of paper clips, rubber bands, stapler and staples, tape, chalk and chalk board, newsprint tablet, and an overhead projector and acetates will also be available.

7. GUESTS/FAMILY MEMBERS

Because of the nature of the Seminar, visitors are not permitted.

8. MESSAGES

There are no telephones in the rooms and there is no paging system for guests. A pay phone is available for outgoing calls. Bringing your own change is advised. For EMERGENCIES ONLY, the facility number is (818) 969-1848.

9. RECREATION

Recreation facilities include a large unheated pool and trails for jogging or walking. Towels for the swimming pool are not provided.

10. CLOTHING

Dress is informal. Casual clothing including jeans, shorts, etc. and whatever you need for the recreational activities of your choice are suggested.

11. MUSICAL INSTRUMENTS/HOBBIES

Participants are encouraged to bring musical instruments or other hobbies to share their special talents and add to the enjoyment of the social times for the group.

Celebrate Great Counseling
Career Counseling Innovation

Name of Person
Completing Form: ______________________________

College: ______________________ Telephone: (   ) __________

Career Counseling Specialization: ______________ Home Phone: (   ) __________

Briefly describe a personally attempted career counseling innovation – successful or unsuccessful. Include a brief description of the circumstances which generated the attempt and a brief analysis of the reasons for its success or failure. If you wish, also list questions for discussion. Each participant will receive a copy of this paper so please bring 30 readable copies for distribution.

Description / Analysis of Success or Failure:

Discussion Questions:

Please bring 30 copies of this completed form with you to the Seminar.

Celebrate Great Counseling
Career Counseling Problem

Name of Person Completing Form: ______________________________

College: ______________________ Telephone: (   ) ______________

Career Counseling Specialization: ______________ Home Phone: (   ) ______________

Briefly describe a problem you have encountered in career counseling – solved or unsolved. If solutions have been attempted whether they have worked or not, briefly describe these as well. If you wish, also list questions for discussion. Each participant will receive a copy of this paper so please bring 30 readable copies for distribution.

Description/Analysis of Success or Failure:

Discussion Questions:

Please bring 30 copies of this completed form with you to the Seminar.

Celebrate Great Counseling
BIBLIOGRAPHY FORM

NAME OF PERSON
COMPLETING FORM: ______________________________

COLLEGE: ______________________________

TELEPHONE: (   ) ____________ HOME TELEPHONE: (   ) ____________

List the book, publication, audio/video production, which has had a major impact on your attitudes toward counseling. Please bring a copy to share with participants during the Seminar.

TITLE:

AUTHOR:

PUBLICATION/PRODUCTION DATE:

BRIEF DESCRIPTION OF CONTENT:

BRIEF STATEMENT OF IMPACT ON YOU:

Please bring 30 copies of this completed form with you to the Seminar.

COMMUNITY COLLEGE VOCATIONAL STAFF WORKSHOP PROJECT

CELEBRATE GREAT COUNSELING SEMINAR

REGISTRATION FORM

INSTRUCTIONS

1. Complete name & college address section 1 - PLEASE type or print.
2. Complete home address section.
3. Complete meal information.
4. Attach check to form and mail as directed.

(The information requested below will be used for the Roster of participants. Please print or type so all information is legible. Each participant will be given a Roster of Seminar leaders and participants for future reference.)

1. College Address

☐ Mr.
☐ Mrs.
☐ Ms.

Name ______ Career Counseling Specialization ______

Title ______ Telephone ( ) ______ Ext.: ______

College ______ Best time to call ______

Address ______ City ______ Zip ______

2. Home Address

Home Address ______ City ______ Zip ______

Home Telephone ( ) ______

3. Meal Choice

MEAL PREFERENCE
A regular menu and vegetarian menu will be available. Please indicate your preference below so the Retreat staff can plan for purchasing.

Regular Menu ______ Vegetarian Menu ______

4. DEADLINE & FEE

Attach check for $50.00
made payable to :
Shirley McGillicuddy
& Associates

Mail to:
Shirley McGillicuddy & Associates
671 Chaparral Road
Sierra Madre, CA 91024
(818) 355-8715

Deadline:
June 30, 1991- Registration Form and Check • No refunds AFTER deadline date.

FOR OFFICE USE:

______ Date Received ______ Check #

CELEBRATE GREAT COUNSELING SEMINAR EVALUATION

Your suggestions are essential to testing and modifying the CGC Model.
Please complete this form and leave with staff before leaving the seminar. Thanks!

Rate each of the following by placing a ✔ in the appropriate box. Explain rating in the comment section.

		Excellent	Good	OK	Unsatisfactory
1.	The Facilities (Overall)	☐	☐	☐	☐
	Food	☐	☐	☐	☐
	Lodging	☐	☐	☐	☐
	Atmosphere	☐	☐	☐	☐

Comments:

		Excellent	Good	OK	Unsatisfactory
2.	The Seminar (Overall)	☐	☐	☐	☐
	Information packets	☐	☐	☐	☐
	Seminar format	☐	☐	☐	☐
	Seminar facilitators	☐	☐	☐	☐

Comments:

To what degree did the seminar achieve the following:

		Excellent	Good	OK	Unsatisfactory
3.	Increased your contact and communication with colleagues from other colleges?	☐	☐	☐	☐

Comments:

		Excellent	Good	OK	Unsatisfactory
4.	Enabled you to meet colleagues you didn't know/see often?	☐	☐	☐	☐

Comments:

5. Gave you some new ideas and/or reinforced some things you already do?	☐	☐	☐	☐

Comments:

6. Renewed/refreshed your enthusiasm for counseling?	☐	☐	☐	☐

Comments:

7. Specifically, how did you benefit from the seminar? If you didn't benefit, explain.

8. What should have been done differently?

9. Should the seminar be repeated? If so, how frequently?

☐ Every year
☐ Every two years
☐ Every three years
☐ Other (explain) ______________________________
☐ Never (explain) ______________________________

Your signature (optional)______________________

Celebrate Great Counseling Schedule Overview

Activities and times are a guide only and may be modified to fit group dynamics & priority areas of interest

Day One:
9:00 a.m. Participants arrive, register & check in. Hand in quantities of Innovation & Problem Papers and Bibliography

Daily:	8 a.m.	9 a.m.	10 a.m.	Noon	1 p.m.	2 p.m.	4 p.m.	5:15 p.m.	6 p.m. *	7 p.m.	8:45 p.m.
Meals	X			X					X		
Large Group Meets		X			X					X	
Small Groups Meet			X			X					
Recreational/ Free Time							X				
Pre-Dinner Social (Optional)								X			
Social Activities (Optional)											X

Day Three: Participants depart at 6:30 p.m. following dinner.

* Final Dinner, 5:30 p.m.

CELEBRATE GREAT COUNSELING
GUIDELINES FOR STAFF/GROUP LEADERS

GENERAL GUIDELINES

- It is not our responsibility to see that the seminar "works" or even to define what "works" means.
- It is our responsibility to see that we don't interfere with the group process.
- When helping to define "Great Counseling" use action verbs (Great Counselors do... rather than Great Counselors are...)
- Listen for content and communication of ideas by other staff members; help them by expounding or clarifying as necessary.
- Remember an old NFL adage, "Too little coaching is better than too much."

SMALL GROUP LEADER NOTES

- Set mood as quiet and casual.
- Assume facilitator role, not "in charge" role.
- Encourage or facilitate the learning of names.
- Avoid campus politics; suggest that it is inappropriate and would remove the focus from career counseling.
- Calculate the time per person for each presentation, keep it moving along smoothly.
- Don't let one individual monopolize the conversation.
- Have participant tell about the content of his/her paper; do not let him/her read it.
- Look for connections between one topic and another.
- Encourage the use of anecdotes when people are describing their innovation or problem papers.

LARGE GROUP SESSIONS

- Introductions: Keep to one minute each.
- Non astoundings: Keep to three minutes.
- Large group presentations: Must be held to 10 minutes.
- If book/resource sharing takes too long, it can be added to topical interests groups.

STAFF MEETING GUIDELINES

- Sense the "mood" of the group and individual participant reactions.
- Relax and reassure one another.
- Look for problems; define and discuss.
- Identify individual participant strengths/talents for sharing.
- Nominate and select candidates for large group activities.
- Share and record topics for later use in small groups
- Reassess the agenda and modify as needed.

CELEBRATE GREAT COUNSELING
GUIDELINES FOR PARTICIPANTS

THE PURPOSE

To celebrate community college career counseling strengths.

To cause counselors to venture beyond the limits of their specializations and environments in search of transferable ideas and the universals of counseling.

To practice rational analysis of counseling/advisement problems and to find realistic, creative approaches to their solutions.

To promote an attitude of introspection and self-appraisal by providing a relaxed setting and an open human climate in which participants can seriously review and contemplate their attitudes, methods and behavior as counselors.

To stimulate the exchange of information and ideas among participants by building and expanding a nonpolitical network of communication.

GROUND RULES FOR MEETINGS

1. No griping
2. Avoid comparing systems
3. Don't hold back
4. Avoid empty show and tell
5. Make the other participants adhere to Numbers 1-4

REASONS FOR SUCCESS

1. There is no attempt made to anticipate the needs of the participants.
2. The content is not planned. The participants shape the direction of the seminar.
3. No guest lecturers or outside experts of any kind are used.
4. Funded by the Vocational Staff Workshop Project in cooperation with Mt. San Antonio College; Chancellor's Office, California Community Colleges and participating community colleges without any specific goals or expectations beyond individual benefits.
5. Organized for this specific event, it will have no ongoing structure or organization. No officers, no by-laws, etc.
6. Only those who have participated in similar seminars and are trained are brought in as leaders.
7. The participants are an inexhaustible resource.
8. Everyone is both teaching and learning.
9. Provides a unique focus on the practice of career counseling/advisement.
10. Provides a focus on the counselor as a person.
11. Provides an experience with people of varied background. The best solutions often come from exchanging dissimilar views.
12. Has a rigid nonstructure. Provides as much freedom as possible.
13. No one can do this alone. It can never be the product of one person's thinking.

TOPIC GENERATION GUIDELINES
(For Small Group Breakout Sessions)

STAFF:

Two facilitators direct this activity. Topics are listed based on Innovation and Problem papers and small group discussions. These may be added to by participants but should reflect concerns about community college career counseling. During the proposing of topics no attempt is made to evaluate or modify the ideas. The goal of the facilitators is to accurately receive and record all ideas. One staff member calls on individuals, clarifying language when necessary, while the second staff member legibly records the idea on the board. No more than 10 to 15 topics should be listed and recorded.

VOTING PROCEDURES:

Closely related topics may now be consolidated if agreeable to both authors. These ideas will usually come from the group and do not need to come from the leaders. Each participant is encouraged to vote for any and all topics which they would like to discuss if the time were available to do so.

Each topic is read aloud and a show of hands is counted and recorded next to the topic.

TOPIC DESIGNATION:

Three to five topics of most interest are selected for discussion. The number could be less, and should follow the general massing of votes. All topics not selected at this time for discussion may be given consideration later, along with new topics to be added in the second round. Already discussed topics may be reintroduced also. The group may also decide to discuss one topic as a "committee of the whole."

BREAKOUT SESSION:

The author is encouraged to become the moderator. This person announces the location where the topic will be discussed. Upon arrival at the location a scribe can be selected to record the events of the discussion. A brief (2 minute) summary of these can be shared at the next large group session.

CELEBRATE GREAT TEACHING
VALUES CLARIFICATION GUIDELINES

Participants

A Statement will be read.

______Determine whether you agree with that statement or not.

______You must select a "label" to stand by which best reflects your position (Strongly Agree, Agree, Disagree, Strongly Disagree).

______Moderator questions individuals as to why they have selected that position.

______No talking except when recognized. Participants may change positions (label).

Moderator

______No bias. Ask why participants "feel as they do."

______Ask what information might change their view.

______Original statement might evolve and need to be restated allowing for new responses. If so, it must be done clearly.

______Do not let too few dominate discussion.

______Watch group energy, sensing when it is time to move on.

VALUES CLARIFICATION RESPONSE SHEET

I learned that I....

I realized that I....

I re-learned that I....

I noticed that I....

I discovered that I....

I was surprised that I....

I was pleased that I....

I was displeased that I....

NOTIFICATION
OF CELEBRATE GREAT COUNSELING SEMINAR PARTICIPATION

You may wish to have key people at your college informed of your participation in the Celebrate Great Counseling Seminar. Please complete the information below and turn in prior to leaving the site.

Please inform the following of my participation: (List Name/Title)

College/ROP/C ________________________________

Address ________________________ Zip code ___________

President: ________________________________

Student Services Dean: ________________________________

Director of Counseling: ________________________________

Staff Development Officer: ________________________________

Other: ________________________________

☐ I do not wish to have anyone at my college notified.

Signature: ________________________

Date: ________________________

CELEBRATE GREAT COUNSELING
PARTICIPANT PACKET LIST

The following items are useful to your participants and should be compiled prior to arrival at the retreat site.

Name labels on the packet folder help participants locate their materials easily when left in the large group meeting room.

ITEMS:

Tablet 5 x 8 cards (2) (to define the Great Teacher)

Pencil(s) and/or pen(s)

Name Tags (l for each day)

Alphabetical listing of participants (names only)

Retreat information and/or site map

One page schedule

Participant Form

Evaluation forms (green/pink)

Notification of Participation

9 x 12 envelope to hold other items

Leader Packets to Include: (in addition to the above)

Annotated schedule (F-1,2,3,4)

*Participant Roster w/schools, discipline, home & college address and telephone number

*History of Great Teachers

Guidelines for Leaders

*Guidelines for Participants

*Values Clarification Instructions and Response Sheet

Topic Generation Guidelines

Social Activities

Forms
  Abstract and Report Form
  Travel Claim
  Workshop Expense Claim

*Participant handout

CGC Supplies & Equipment

Supplies

- Paper Clips
- Rubber Bands
- Stapler & Staples: Standard
- Stapler & Staples: Heavy Duty
- Chalk
- Pens
- Markers: Flip Chart
- Markers: Dry Erase
- Markers: Overhead Trans.
- Pencils & Sharpener
- Post It Notes
- Pressure Sensitive Color Code Labels - Circles
- Pressure Sensitive Color Code Labels - Rectangle
- Index Cards
  - 4 x 6", white
- 3 x 5", 3 different colors and white
- Masking Tape
- Scotch Tape: Lift-Off
- Scotch Tape: Regular
- Scissors
- Construction Paper
- Poster Board
- Utility Knife
- Glue
- Bell/Whistle
- Dry Erase Board Cleaner
- Ruler
- Push Pins
- Tape Measure

Equipment

- Flip Chart
- Easel
- Chalk Board
- Dry Erase Board
- Tape Deck
- Extension Cord
- Camera & Film
- Tapes: Assorted Music, Duck Dance
- Participant Specific Requests
- 3 hole punch
- Overhead Projector

Signs

Site Direction: For placement at strategic locations

CELEBRATE GREAT COUNSELING

LARGE GROUP SESSION SAMPLE FORMAT

(F-1, 2, 3, 4: Indicates leader rotation schedule)

Prior to opening session, quantity copies of Innovation & Problem Papers & Bibliographies are collected from all participants by designated Facilitator (F-2). Participants bring book to opening session to place in library (F-3 coordinates).

Session 1 (Morning) • 10:00 a.m.

Time Allocated	Facilitator Assigned		Notes
10:00	PC	Welcomes participants. Explains project role & introduces facilitators.	
10:35	F-1	Delineates history of GT movement & CGT Vocational Education experience and reasons for a Celebrate Great Counseling Model. Presents "purposes of seminar."	
10:45	F-2	Introduces site/site rules. Overviews daily format. Meals: 8-12-6 Large group meets 9-1-7 Small groups as needed Recreation/free time 4 p.m. Refreshments 5-6 p.m.	
10:50	F-3 F-4	Shares "reasons for success." Presents/demonstrates seminar rules.	
11:00	F-1	Participant introductions: 5 minute interview exchange. *Focused on unique & interesting not on college assignment.* Followed by one minute introductions.	
11:45	PC	Review packets/hand out Participant Guidelines. Participants complete Participant Form.	

Warm Up Exercise/Ice Breaker
e.g. Your Label (your perception/student perception/administrator perception/ private life perception)

Session 2 (Afternoon) • 1:00 p.m.

			Notes
1:00	F-2	Participants pick up Innovation Papers to music.	
1:15	F-3	Define "Great Counseling" (use 3 x 5 cards). Pass and share.	
1:25	F-4	Announcements: 4 p.m. recreation options Personal time Other Reminder/5:15 p.m. Social/request for Volunteers (3).	
1:35	F-1-2-3-4	Read group assignments for small groups to share. Innovation Papers: Innovation Breakout 1.	
1:45		**Break**	
2:45	F-1-2-3-4	Large group assembles for assignment to small groups: Innovation Breakout 2. (Remind participants this will conclude formal sharing of Innovation Papers. Independent pursuit/discussion is encouraged.)	
4:00		**Recreation/Free Time**	
5:00		Facilitator designate & participant volunteer set up Social	
5:15		**Social**	

Session 3 (Evening) • 7:00 p.m.

			Notes
7:00	F-3	Bibliographies collected to music.	
7:15	F-2	Introduce concept/demonstrate **"Instant Surveys."**	
7:25	F-1	Announcements: Morning recreational connections Great Counseling definitions posted Social Activity after evening session Other	
7:30	F-4	Bibliography/Resource or Influence: 2 minute summary of how it affected you/your counseling. Stand/share Publications to be left in seminar library (Half of bibliographies reviewed)	
8:00	F-1	Non-Astounding Counseling Devices (NACDs); 3 minute description/demonstration per person	
8:15	F-2	Hosts Showcase Presentation (1)	
8:30		**Break**	
8:45	2 Facilitators	Social Activity (Optional)	

Session 4 (Morning) • 9:00 a.m.

9:00	F-2	Participants pick up Problem Papers to music.
9:15	F-3	Instant Surveys
9:20	F-1	Announcements Assistance with equipment for day's NACDs Other
9:25	F-4	NACDs
9:40	F-1-2-3-4	Read assignments for small groups to share Problem Papers (Remind participants there will be only one session for formal

Notes

		sharing of Problem Papers. Independent pursuit/discussion is encouraged.) Problem Breakout.
10:40		**Break**
10:55	F-1	Problem Breakout Wrap-up
11:15	F-2	NACDs

Session 5 (Afternoon) • 1:00 p.m.

1:00	F-3	Instant Surveys
1:05	F-2	Announcements: Recreation 5 p.m. Social/Request for Volunteers (3) Other
1:10	F-4, F-1	Topics Generation/Recording/Selection
1:30	F-4, F-1	First Topics Discussion Breakout (appoint leader, leader designates reporter).
2:20	F-2	Large group assembles to hear Topics reports.
2:35	F-4, F-1	Topics Generation priorities/old list/new topics/selection.
3:00	F-4, F-1	Breakout (appoint discussion leaders/ leader designates reporter).
4:00		**Recreation/Free Time**
5:00		Facilitator designate & participant volunteers set up social.
5:15		**Social**

Session 6 (Evening) • 7:00 p.m.

			Notes
7:00	F-2	Instant Surveys	
7:05	F-3	Announcements: Social activities follow evening session Morning recreational connections Site clean up/linen, etc. Group photo: 9:00 a.m.	
	P.C.	Post Seminar Follow-up	
7:15	F-1	Bibliographies: Second half of group presents.	
7:45	F-4	Reports for afternoon Topics Breakouts	
8:00	F-2	Hosts showcase presentations (2 to 3)	
8:45		**Break**	
9:00	2 Facilitators	Social Activity (optional)	

Session 7 (Morning) • 9:00 a.m.

9:00		Group Photograph
9:15	F-3	Instant Surveys
9:20	F-2	Announcements: Evaluations collected at close of afternoon session. Discussion of CGC Model. Conclude promptly at 7:00 p.m. Other
9:30	F-1	Review Participant Expectations
9:45		Last Call: NACDs
10:00	F-3 F-4	Topics Generation priorities/old list/ new topics/selection, Option, Values Clarification
10:15		Breakout (appoint discussion leaders/ leader designates reporter).

			Notes
10:20		**Break**	
10:30		Small Groups: Topics Discussion	
11:30	F-1	Large Group assembles to hear topics reports	

Session 8 (Afternoon) • 1:00 p.m.

1:00	F-2	Instant Surveys
1:20	F-3	Announcements: Evaluations collected at close of afternoon session. Roster hand out & correct Other Collect Notification Form
1:30	F-4	Host large group presentation
2:15	F-1,2,3,4	Read original small groups and identify meeting place. Instructions given for closure activities in small group sessions.

Time for Closure Development

3:30		**Break**
4:00	F-4	Hosts closure presentations. Round Robin of Expectations Discussion of CGC Model
5:15	F-3	Action word cap off. Wind down/let down/reality
5:30	P.C.	Collect Evaluations

Final Meal

5:30	F-1-2-3-4	Presentation of certificates/thanks

DISSEMINATION

Close and continued contact was maintained with 107 colleges/71 districts, the CCCAOE Board of Directors, the COCCC and related projects. Initially, their input was collected through a survey directed to the CCCAOE Board of Directors, COCCC contact specialists and related project directors to identify inservice activities priorities/needs. Past workshop/seminar participants were utilized to promote inservice activities and especially components of Celebrate Great Teaching in Vocational Education. The CCCAOE Board of Directors was provided with progress reports of project activities.

Efforts were made to utilize existing avenues of communication with vocational education professionals, e.g. related projects, organizational newsletters, CCCAOE Regional Vice Presidents, area deans organizations.

Promotional/registration materials on all activities were mailed to target populations regionally and statewide. Promotional efforts with ROC/P participants were directed through the SDE and the statewide ROC/P organization. Special attention was directed toward assisting colleges/districts with replication of activities. One consultative site visit was made to train college faculty to implement Celebrate Great Teaching at the local level, materials and resources were provided to another colleges. The project trained past CGT participants to facilitate local college seminars.

Abstracts of all activities completed by presenters were summarized and distributed to workshop and project principals along with participant data and evaluations. Extensive reports of newly developed/refined activities were distributed to key decision makers. These reports are included in separate sections of this report. An ongoing effort was made to expand the awareness of the project as a professional development resource with vocational education professionals and staff development officers.

Continued emphasis was placed on keeping the data base of target populations current. Mailing lists have been computerized. Mailings requested corrections/revisions be forwarded to the project office.

In accord with the COCCC specifications, ten copies of the final report, one original, will be provided to the project monitor. One copy will be placed with ERIC.

EVALUATION

Ongoing formative evaluation was integrated into planning and implementing of all activities. The project staff worked closely with the project director and monitor and designers of specific activities to make modifications and changes as warranted. The CCCAOE Board was a full partner in formative evaluation.

Project modifications were made in accord with policy established by the project director in concert with the monitor and the CCCAOE Board. Each redirected activity was reviewed in relation to project objectives to insure their consistency with overall goals.

Evaluation instruments were designed and placed with participants in all activities. These included an assessment of effectiveness by participants and presenters. Evaluation summaries were compiled and distributed to presenters, facilitators, the project director and monitor and the COCCC. Evaluation data was summarized and reported to the CCCAOE Board each time it met.

All evaluation data was utilized to plan future activities and to make refinements which would lead to increased effectiveness. Detailed evaluations are included in Appendixes A and B and in activity sections ot this report.

OBSERVATIONS & RECOMMENDATIONS

Appreciation is expressed to the many professionals who contributed to project activities. Especially, the project director Richard Wright, the monitor Dan Estrada and the CCCAOE Board are thanked for their continuous guidance and direction.

Facilitators, consultants and presenters were highly professional, made extensive commitments of time and expertise and through their support, activities were relevant for target populations.

The major obstacle to project implementation was the confusion surrounding funding of the CGC addendum. The extension to June 30,1991 created a "lame duck" situation for the umbrella project which had completed activities and expended most of the budget by September 30, 1990. The subsequent request from the COCCC for a final project claim in December 1990 resulted in further confusion and the assumption that the CGC adendum was closed down as well since it had the same project number as Staff Workshops and the budget and operational period had been changed to incorporate the addendum. Efforts should be directed toward avoiding this detrimental situation in the future.

The following recommendations based on experience gained are offered for consideration in guiding future staff development activities.

- Promotion of activities is most effective when there is buy-in by local and regional professionals who have contacts with target populations. Area deans groups, CCCAOE Regional Vice Presidents and related advisory committees and organizations were utilized to assist with promotion. Their levels of commitment varied, but they were essential to the promotional effort.
- It is essential for staff development projects to remain flexible and responsive to changing priorities and needs. However, major shifting in activities, as was charactreristic with the 1990-91 project, warrants careful review and assessment to make sure the intent of the project and funding are addressed.
- Drive-in short workshops are time consuming to plan, promote and implement. Where possible, these should be replicated in each region for greatest cost effectiveness. A local/regional sponsor committed to the success of the workshop is essential for effectiveness and participation.
- Comprehensive activities designed to support local replication, e.g. CGT Leadership Workshop and site visit consultation may provide colleges with the most meaningful and relevant assistance and should be given careful consideration in the future.
- Cooperative efforts with related projects result in greater cost effectiveness for all projects. This was demonstrated by the Contract Education Teleconference and the cosponsored regional disadvantaged workshops. Collaboration avoids duplication of effort and capitalizes on the expertise of staff in each project.
- The CGC Model which is in place, should be tested during 1991-92 if funds are available through a related project targeted for career counselors.
- In view of the curtailment of staff development funds at the local level, continued attention should be directed toward keeping registration fees low as has been characteristic with past activities.
- COCCC communications priorities should continue to be the focus for at least one series of regional workshops or a teleconference to service statewide and local needs.
- All costs, printing, mailing, facility, travel and presenter honoraria have increased significantly and will impact the number of activities which can be sponsored through staff development projects.

APPENDIXES

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B - WORKSHOP EVALUATIONS 95

C - WORKSHOP PARTICIPANTS 132

WORKSHOP ABSTRACTS

A-1 Total Quality Management 89

A-2 Statewide Student Follow-up System (SSFS)
Technical Implementation Workshop.................................. 90

A-3 Contract Education: A National View Teleconference 91

A-4 Celebrate Great Teaching in Vocational Education
Ralston White Retreat House.. 92

A-5 Celebrate Great Teaching in Vocational Education
Manresa Retreat House... 93

A-6 Disadvantaged Workshops Project 94

A-1

TOTAL QUALITY MANAGEMENT

Date & Location: 2/2/90 • State Center Community College District

Objective: To provide an understanding of the philosophy and tools of Total Quality Management and its application in various business/industry and educational settings.

Target Population: Vocational Deans and Directors

Abstract: Total Quality Management is a different approach to managing organizations so that they are more productive and effective. It relies on a systematic approach to problem solving and the use of statistical data for decision-making. Teamwork, improved communication, and the use of specific problem-solving tools such as flow charting, pareto diagrams, cause and effect (Ishikawa) diagrams, statistical analysis are at the heart of TQM.

Various organizations have different levels of readiness to move into TQM. Top level administrative support and action is a must in every successful TQM program since the cost of training and employee involvement may be substantial. Cultural change within the organization occurs with the implementation of TQM often creating predictable stresses. The identification of barriers to change and a clear strategy for implementation also represents an essential element in the successful TQM application. El Camino College has successfully offered TQM training to industry for several years and has now embarked on the internal implementation of TQM within their own organization. The ECC implementation model involved extensive training of administrators, faculty and staff and the development of a Coordinating Council whose sole responsibility is the oversight of the implementation plan. Detailed descriptions of this model were offered.

Provision for Serving Special Populations: The workshop specifically addressed Adults needing Training/Retraining.

Assessment: Very Effective.

Sue Cotler
Person Completing Form

A-2

STATEWIDE STUDENT FOLLOW-UP SYSTEM (SSFS) TECHNICAL IMPLEMENTATION WORKSHOP

Date & Location:	4/11/90 • De Anza College
Objective:	To provide training and direction for installing and maintaining SSFS at Community Colleges.
Target Audience:	California Community Colleges statewide.
Abstract:	The SSFS Technical Workshop was convened as the initial training session for the 1989-90 continuation of the SSFS. Participants included the SSFS Coordinator, SSFS Technical Consultants and COCCC as well as the host College. Training was directed at establishing a common foundation from which to provide technical support to Colleges for implementing and maintaining SSFS. The general status of SSFS was discussed. SSFS implementation procedures, software and hardware were demonstrated. Consultants practiced installing and trouble-shooting the system. The workshop served to provide better direction to implementing the SSFS at Colleges during the Spring and Fall of 1990. Consultants were assigned specific Colleges to serve. A hands-on training meeting was determined as the next step based on the progress during this initial workshop.
Provision for Special Populations:	The central theme of SSFS is to provide a process to review vocational programs of the Colleges. Benefits of improved programs apply to those in the mentioned populations enrolled in vocational education
Assessment:	Somewhat Effective Explanation for Rating: This initial workshop helped develop a common ground from which to further implement SSFS.
Recommendations for Future Sessions:	Consensus of the workshop participants favored a detail hands-on training session during the Summer '90.

Nick Atma
Person Completing Abstract

CONTRACT EDUCATION: A NATIONAL VIEW (TELECONFERENCE)

Date & Location:	5/1/90 • Originated from KCSM at the College of San Mateo
Objective:	To inform California community college contract education practitioners about activities outside of California so that other models of organization and delivery could be considered. To evaluate teleconference as an effective inservice medium.
Target Audience:	Contract Education staff and others in community colleges who are interested.
Abstract:	A panel of five people gave an overview of research and reports on contract education and named model programs throughout the U.S. Discussion covered contract education as it relates to economic development in community colleges. Bertha Landrum of Maricopa Community College, Arizona, spoke about a partnership with Motorola, Inc. and the structure of the district program, Corporate Services, which brokers contracts to the ten colleges and centers in the district. Steve Ovel from Kirkwood Community College Economic Development Services and Mary Patino from the College of DuPage Business and Professional Institute answered questions regarding structure, size, staff, marketing, etc. Sandra Mellor, Chair of Ed-Net's Contract Education Committee gave an update on the committee's activities.
Provision for Special Populations:	Population addressed: Adults Needing Training/Retraining. By discussing successful approaches to delivery of Contract Education, the community colleges become better equipped to train and retrain adults in industry.
Assessment:	Somewhat Effective Explanation for Rating: Teleconference was professional and teleconferencing, per se, was seen as an effective way to deliver contract education information; however, this program needed more in depth detail. May be problems with teleconferencing in that people don't ask questions from the field and presenters can't speak "off the record" when they are being taped.
Recommendations for Future Sessions:	Technically - different satellite and more complete receive info.; Content - less people so as to get more depth; also one hour as opposed to two.

Catherine Ayers
Person Completing Abstract

A-4
CELEBRATE GREAT TEACHING IN VOCATIONAL EDUCATION

Date & Location: June 18-21, 1990 • Ralston-White Retreat House, Mill Valley, CA

Objective: Broaden views, seek out new ideas and information, analyze instructional problems, seek solutions, promote self-awareness, improve communication skills. Celebrate the activity of teaching.

Target Audience: Community college vocational instructors and two ROC/P faculty.

Abstract: In small groups with time for feedback and discussion, each participant shared an innovative idea from the classroom and a problem encountered in teaching. Individuals surveyed the group for information on various topics and shared non-astounding teaching devices. Evening sessions allowed for more time devoted to extended presentations; and a values clarification exercise was modelled for the group by the facilitators. Several topics of concern were identified and discussed. ROC/Ps and their relationship to the community colleges was discussed. A major topic was classroom management skills and devices for encouraging regular attendance, test giving, other useful strategies for classroom success.

Content included: team study, team testing, use of paraphrasing of assignments, LED overhead projection systems, pre-assessment testing, personal logo for positive future image, thumbs up/thumbs down feedback system, Johari window for personal awareness. 20 book titles/bibliographies were exchanged. In closing, small groups presented their consensus of beliefs about the skills and behaviors exhibited by great teachers. Participants left refocused, renewed and processing new ideas to use and explore in the classroom.

Provision for Special Populations: Considering the diverse populations served by the 20 instructors attending and sharing their classroom experiences, most of the following special populations were discussed, although not necessarily formally presented: Disadvantaged, Handicapped, Limited English Proficiency, Promotion of Gender Equity, Single Parent, Adults needing Training/Retraining.

Assessment: Very Effective
Explanation for Rating: Most evaluations reflected 80 percent or better felt the seminar was "excellent" or very good. The retreat setting offered circumstances conducive to fostering open communication among individuals unknown to one another over a limited but intense period of time.

Richard Ryerson
Person Completing Abstract

CELEBRATE GREAT TEACHING IN VOCATIONAL EDUCATION

Date & Location: July 9-12, 1990 • Manresa Retreat House, Azusa, California

Objective: Stimulate the exchange of information and ideas; analyze instructional problems and find creative solutions; promote introspection and self appraisal; to celebrate teaching.

Target Audience: Community college vocational instructors and for ROC/P faculty.

Abstract: The seminar involved the sharing of techniques, ideas, experiences, and innovations of a group of teachers who have had a varying degree of experience in vocational education and have taught in different disciplines. After some activities designed to allow the participants to become acquainted and feel at ease with each other, small groups were formed. Participants also engaged in exercises designed to assist them in values clarification.

Specific topics dealt with were AB1725, the successful marketing of a program, sources of funds, and dealing with clinical experiences. The large groups also focused on the culturally diverse student and creating vocational programs outside of the stereotyped classroom. The sharing of book titles was a very insightful experience. The closing demonstrated the feeling of accomplishment that was felt by the participants as a group, and the variety of skills and ideas they were leaving with.

Provision for Serving Special Populations: Large group presentations and discussions dealt directly with the needs of populations with limited English proficiency, gender equity, the single parent, and adults needing training/retraining. The response of the participants indicates that other discussion periods allowed them some strategies for addressing the needs of disadvantaged or handicapped students.

Assessment: Very Effective

Explanation for Rating: The evaluations reflected that over 90% of the participants felt that the seminar was "Excellent" or "Very Good." The participation level was very high; the participants expressed satisfaction; and "growth" was observed in all participants.

Anita Millspaugh
Person Completing Abstract

A-6

DISADVANTAGED WORKSHOPS PROJECT

Training California's Workforce of the Future

Date & Location:	9/27-28 and 10/3-4 • Sacramento, San Francisco, San Diego, Monrovia
Objective:	Provide a forum for exploring strategies, techniques and resources for recruiting, retaining and serving the needs of the "New Majority" students – economically, educationally disadvantaged, culturally diverse and limited English speaking.
Target Audience:	Vocational/technical education instructors and administrators, counselors and coordinators for Disadvantaged and LES Programs.
Abstract:	The speakers and group discussions concentrated on the unique strategies to recruit high-risk students and then evaluate their capabilities. Once a direction was established the need to motivate these students during the training process was addressed. It was felt that **maintaining motivation** is a major challenge that is not being addressed at the level that is required. It was also felt a flexible pace, ongoing evaluation, and the need for placement services all need to be addressed.
Provision for Serving Special Populations:	Workshop addressed the needs of the following special populations: Disadvantaged, Limited English Proficiency, Single Parent, Adults needing Training/Retraining. The Focus Groups were designed to address various types of high-risk populations. In specific these groups addressed Cultural Diversity, the New Majority, Teaching Strategies, Counseling, Instructional Development, Outreach, and Recruitment. In all cases the thrust was to help the disadvantaged and high-risk student.
Assessment:	Very Effective. Explanation for Rating: Those in attendance were very attentive to the speakers, provided their own experiences as they related to the topics being discussed, and participated in each group specialty session. I think each person attending these workshops came away with new and unique strategies for helping the disadvantaged and high-risk learner succeed.

Steve L. Hunter
Person Completing Abstract

WORKSHOP EVALUATIONS

B-1 Total Quality Management 96

B-2 Partnerships 2000 Avionics 99

B-3 Celebrate Great Teaching in Vocational Education
Ralston White Retreat House 103

B-4 Celebrate Great Teaching in Vocational Education
Manresa Retreat House 111

B-5 Disadvantaged Workshops Project

A Beverly Garland, Sacramento 120

B Radisson Airport, San Francisco 123

C Sea World's A Place To Meet, San Diego 126

D Holiday Inn, Monrovia 129

B-1

N= 41 Evaluation Responses= 30 (73.2% Response Rate)

TOTAL QUALITY MANAGEMENT • State Center CCD, Fresno • Friday, 2/2/90

VOCATIONAL EDUCATION WORKSHOP

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	33.3	46.7	0.0	16.7	0.0	3.3	• Wanted to know more how
Workshop date & time were convenient.	2	30.0	60.0	10.0	0.0	0.0	0.0	implement/train others.
Workshop location was convenient.	3	23.3	36.7	30.0	6.7	3.3	0.0	• Difficult to find. • Room too
Workshop objective were:								
• Clearly stated.	4	40.0	33.3	23.3	3.3	0.0	0.0	
• Achieved.	5	30.0	33.3	26.7	0.0	0.0	10.0	• Needs more @ implementation.
Content was interesting & stimulating.	6	46.7	43.3	10.0	0.0	0.0	0.0	
The presenter(s) were well prepared.	7	53.3	40.0	6.7	0.0	0.0	0.0	
Information presented was applicable to your college responsibilities.	8	40.0	36.7	23.3	0.0	0.0	0.0	• Like more direct relation to college.
Resources/references were current and	9	40.0	43.3	10.0	0.0	0.0	6.7	
You gained new ideas for program	10	46.7	36.7	13.3	0.0	0.0	3.3	• Have been involved in TQM for some • Needed more discussion like last 1/2 hr.
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	3.3	10.0	6.7	3.3	0.0	76.7	• Potential for entire organization
Adult	12	10.0	6.7	10.0	0.0	0.0	73.3	
Single parent students	13	3.3	6.7	10.0	0.0	0.0	80.0	
• Promote gender	14	6.7	6.7	10.0	0.0	0.0	76.7	
• Improve & expand working relationships with business & industry	15	36.7	23.3	10.0	0.0	0.0	30.0	
• Meet needs for retraining & upgrading job skills in work force	16	26.7	36.7	3.3	0.0	0.0	33.3	

What helped most about this workshop? ______________________________ ______________________________ __________

What was least helpful? ______________________________ ______________________________ ______________________

How do you plan to use the information learned? ______________________________ ______________________________ ______

Please list any suggestion you have for future workshops: (use back of sheet if necessary) ______________________________ ________

Please check the appropriate descriptions below:

26.7% Female
73.3% Male

Check classification that describes your position:

56.7% Administrator
16.7% Dept./Div. Chair
06.7% Other (Describe)
Administrator/Instructor __________

20.0% Instructor
00.0% Counselo

Affiliation:

93.3% Community College
06.7% District office
00.0% Other (Describe) ______________________

TOTAL QUALITY MANAGEMENT WORKSHOP
Comments

What helped most about this workshop?

- Examples on how to implement
- Meeting El Camino staff
- Concept for dealing with improvement and changes working to improve things
- Knowledge and experience of presenters
- Paradigms, flow charts
- Introduced TQM to me
- Personal experiences of presenters
- Reinforced some basic ideas
- General awareness of TQM
- Some good ideas were presented
- All excellent
- How to implement at college level
- Layton's presentation - but it was hurried. Also enjoyed Sam & Susan's discussion about TQM implementation at El Camino.
- Implementation
- Understand how business/industry should be working more together
- Intro to concept
- The current application of TQM at HITCO and El Camino College
- Direct application to our programs
- Ideas
- Stimulate thought hopefully providing direction
- Good ideas to improve work life
- The concept of flow chart problem solving

What was least helpful?

- No comment - all helpful
- Videotape
- Videotape on paradigms
- Lack of details (not enough time)
- Explanation of HITCO experience
- Talked about "process" but "process" not explained; this was answered somewhat in Q/A at end.
- Lengthy discussion of industry - could have summarized findings
- Lunch
- Industry presentation - wanted to hear more about El Camino
- Lunch
- Lack of hands-on - should have reduced TQM information a little

How do you plan to use the information learned?

- Implement TQM/Develop TQM Curriculum
- Reinforce our movement in TQM in Los Rios

- On campus change
- I will try to enlist others improving the possibilities for our college
- In training workshops
- Learn more on topic
- Improve my management skills
- Work on campus
- Implementation
- Suggest taking the TQM training
- Revise course offering
- On-site seminars
- Share it at the college/Develop courses/Persuade college mgmt. to use TQM
- Research TQM application to my programs
- Don't know as yet!
- Work with instructional staff
- Immediate implementation
- We had 8 people attend from our college. Discussion among participants about applicability to MJC

Please list any suggestion you have for future workshops:

- Train the trainer TQM
- We can help provide speakers for further workshops
- More
- Could have used a service organization to offer example of advantages of TQM
- Meal was poor; eating schedule inadequate; seating was too cramped.

General Comments:

- Overhead projector should always be turned off between transparencies
- Realizing that there were AV problems which reorganized planning, it came off well. The Hitco experience was interesting but I would have appreciated more on the El Camino experience.
- All relative except Hitco — but enjoyed his method of presentation!
- Thank you; it was worth the time.
- Needed more hands-on, but informative. Thanks!

B-2

Workshop Title: Partnerships 2000 Avionics
Location: San Jose State University
Date: June 24-29, 1990

Number of Participants = 13 • Responses = 13 (100%)

VOCATIONAL EDUCATION WORKSHOP

Ratings are shown as percentages.		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	84.6	15.4	0.0	0.0	0.0	0.0	
Workshop date & time were convenient.	2	76.9	23.1	0.0	0.0	0.0	0.0	
Workshop location was convenient.	3	53.8	38.5	7.7	0.0	0.0	0.0	
Workshop objective were:								
• Clearly stated.	4	69.2	23.1	7.7	0.0	0.0	0.0	
• Achieved.	5	76.9	23.1	0.0	0.0	0.0	0.0	
Content was interesting & stimulating.	6	69.2	30.8	0.0	0.0	0.0	0.0	
The presenter(s) were well prepared.	7	53.8	38.5	7.7	0.0	0.0	0.0	
The workshop contributed to your knowledge understanding of how								
• Improve your occupational	8	76.9	23.1	0.0	0.0	0.0	0.0	
• Introduce new information into occupational program.	9	76.9	15.4	7.7	0.0	0.0	0.0	
Information presented was applicable to your occupational program.	10	84.6	15.4	0.0	0.0	0.0	0.0	
Instructional resource/reference materials were current and relevant.	11	76.9	15.4	0.0	0.0	0.0	7.7	
You gained new ideas for program								
• Curricula revision.	12	61.5	30.8	0.0	0.0	0.0	7.7	
• Course modification.	13	61.5	38.5	0.0	0.0	0.0	0.0	
New teaching strategies introduced were applicable to your classes.	14	30.8	30.8	7.6	0.0	0.0	30.8	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	15	15.4	15.4	7.7	0.0	0.0	61.5	
Adult students	16	23.1	38.5	0.0	0.0	0.0	38.4	
Single parent students	17	7.7	0.0	15.4	0.0	0.0	76.9	
• Promote gender	18	7.7	0.0	15.4	0.0	0.0	76.9	
• Improve & expand working relationships with business & industry	19	76.9	15.4	0.0	0.0	0.0	7.7	
• Meet needs for retraining & upgrading job skills in work force	20	69.2	30.8	0.0	0.0	0.0	0.0	

00.0%	Female
92.3%	Male
07.7%	N/R

Check classification that describes your

100%	Teachers
23.1%	Dept./Div. Chair
0%	Administrator
0%	Counselo
0%	Other (Describe)

If teacher, please complete the following:
Occupational Area You Teach:

0%	Ag.	0%	Home Ec.
0%	A.J.	0%	Office
0%	Dist./Mkting.	76.9%	Tech.
0%	Health	15.4%	T & I
0%	Other	07.7%	N/R

How long have you taught?

00.0%	1 - 5 years
15.4%	6 - 10 years
30.8%	11 - 20 years
46.1%	Over 20 years
07.7%	N/R

PROJECT 2000 AVIONICS WORKSHOP

June 25-29, 1990 • San Jose State University

Assessment: Rated "Very Effective" by all 12 respondents.

Comments:

- The series answered many questions and provided materials to create an effective program in my department.

- Partnerships 2000 Avionics Seminar and Workshop at San Jose State University between June 25 and June 29, 1990 was very well organized. Representatives from Boeing, McDonnel Douglas, and United Air Lines had a wealth of information and hand-out materials. The Boeing 747-400 computer based training (CBT) software program was superb; it tied directly with the previous lectures by Mr. Bob Manelski of Boeing. This up-to-date material will be used in my classes.

- Industry representatives presented information on the latest technology of aircraft being placed into service. They also indicated what kind of job skills the work force will need to service these aircraft. Participants were informed of training materials that would be available from industry.

- The workshop speakers presented needed current technology in the area of aircraft avionics.

- Boeing rep Bob Manelski was fantastic—he knew the 747-400 inside and out. His ability to present; hopefully we know the A/C also.

- It is the only way to obtain information on new products.

- Brought industry and education together to pass information needed by educators to improve knowledge of future employees. The industry representative presenters provided us with what the student should know when he/she applies for job placement. They gave us a preview of what is on the drawing board for the future so that we may plan for the future.

- The rapid advances in technology make it difficult for A & P instructors to keep pace. This workshop was right on target.

- Excellent opportunity to view what we must be teaching, now and in the near future. Even though the Chancellor's Office and worked on a very short time line, you did a magnificent job overall.

Comments:continued

- We're new to avionics, with the responsibility to implement a new curriculum this year in response to industry needs. The workshop was extremely valuable in helping us to meet this goal!

Recommendations for Future Sessions:

- More emphasis on Avionics with more hands on practice with the CBT modules.

- Part 147 changes and how our programs will need to change.

COMMENTS:

What helped most about this workshop?
- Computer based training and being able to talk to the factory reps.
- Share of materials
- The Boeing 747-400 computer-based training (CBT) program
- Updating on current industry job skill needs
- Bob Manelski – Boeing
- Boeing rep and knowledge
- Everything
- Learning new aircraft systems
- Introduction of computer interfacing with A/C & T
- Everything
- Discussion of current/future aircraft
- Content
- Getting current information on new generation avionics

What was least helpful?
- High level of technology discussed cannot be afforded by the schools
- Every phase of the program was helpful to me.
- All presentations were "good" to "excellent."
- Frank Dugan – Douglas
- Douglas lack of info
- Minor MD-11 systems
- Nothing
- Discussion of non-avionic aspects of MD-11
- Presentation methods

How do you plan to use the information learned?

- I will update my lecture material and if we can get some computers in the lab I'll start Boeing 747 systems trouble shooting.
- Create avionics program
- I plan to use the 747-400 CBT software to introduce students to this technique of learning operation and maintenance of aircraft.
- Course content will be modified to include as much of the new material as possible.
- Upgrade avionics (NAV/CON) portion of R & P program
- Add to my programs on avionics
- Add section on 747-400 MD-11
- In the avionics phase of my airframe class
- Increase emphasis on elector electronics
- Make modifications to curriculum
- Integrate discussion into current format
- Apply directly to new curriculum
- Expand curriculum to include the new information

Suggestions for future workshops:

- "Large Aircraft Systems" – "147 Workshop"
- More hands on lab
- Would like to see a more detailed emphasis on avionics with less emphasis on A/P.
- Make more time available for "working" (vs. lecture)
- Repeat Engines
- Continue
- More avionics & fly by wire
- Part 147 changes to FAA curriculum

Workshop Title: Celebrate Great Teaching
Location: Ralston White Retreat, Mill Valley, CA
Date: June 18-21, 1990

Number of Participants = 20 • Responses = 20 (100%)

VOCATIONAL EDUCATION WORKSHOP

Ratings are shown as percentages.		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	30.0	60.0	5.0	5.0	0.0	0.0	
Workshop date & time were convenient.	2	35.0	35.0	30.0	0.0	0.0	0.0	
Workshop location was convenient.	3	65.0	15.0	10.0	0.0	0.0	0.0	
Workshop objective were:								
• Clearly stated.	4	35.0	20.0	35.0	5.0	5.0	0.0	
• Achieved.	5	35.0	45.0	15.0	0.0	0.0	5.0	
Content was interesting & stimulating.	6	40.0	55.0	5.0	0.0	0.0	0.0	
The presenter(s) were well prepared.	7	70.0	25.0	5.0	0.0	0.0	0.0	
The workshop contributed to your knowledge understanding of how								
• Improve your occupational	8	25.0	45.0	30.0	0.0	0.0	0.0	
• Introduce new information into occupational program.	9	15.0	40.0	30.0	5.0	5.0	5.0	
Information presented was applicable to your occupational program.	10	15.0	30.0	25.0	5.0	0.0	0.0	
Instructional resource/reference materials were current and relevant.	11	15.0	35.0	35.0	0.0	0.0	15.0	
You gained new ideas for program								
• Curricula revision.	12	15.0	40.0	25.0	0.0	5.0	15.0	
• Course modification.	13	15.0	40.0	25.0	0.0	5.0	15.0	
New teaching strategies introduced were applicable to your classes.	14	45.0	45.0	10.0	0.0	0.0	0.0	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	15	5.0	45.0	15.0	0.0	5.0	30.0	
Adult students	16	20.0	45.0	20.0	0.0	0.0	15.0	
Single parent students	17	0.0	25.0	40.0	0.0	5.0	30.0	
• Promote gender	18	10.0	25.0	30.0	5.0	5.0	25.0	
• Improve & expand working relationships with business & industry	19	15.0	45.0	25.0	0.0	0.0	15.0	
• Meet needs for retraining & upgrading job skills in work force	20	15.0	40.0	15.0	0.0	5.0	25.0	

40% Female
55% Male
05% N/R

Check classification that describes your

- 90% Teacher
- 25% Dept./Div. Chair
- 0% Administrator
- 0% Counselo
- 0% Other (Describe)

If teacher, please complete the following:
Occupational Area You Teach:

- 0% Ag.
- 0% A.J.
- 0% Dist./Mkting.
- 15% Health
- 25% Other (Describe)*
- 10% Home Ec.
- 20% Office
- 20% Tech.
- 10% T & I

How long have you taught?

- 20% 1 - 5 years
- 15% 6 - 10 years
- 35% 11 - 20 years
- 30% over 20 years

*Other Occupations included: Comm. Arts, Automotive, Accounting, Building Inspection,

COMMENTS:

What helped most about this workshop?

- The open structure
- Teaching techniques
- Sharing joy & pain of teaching & some re-charging in the company of terrific teachers
- Stimulating conversation with other teachers
- Teaching strategies
- Some of the teaching techniques
- The relaxed manner in which it was conducted
- Teaching strategies
- Teaching ideas (common goals, common problems)
- Learning new teaching strategies
- Involvement of individuals - reinforcement
- Non-astounding
- Relaxed format; calm; in-control manner of facilitators
- Re-energizing ideas; understanding the energy and professionalism of other disciplines
- Sharing our successes and trials
- Networking, meeting others, sharing teaching ideas
- Listening to others' problems and successes
- Sharing of ideas
- Supportive facilitators guiding the process without dominating it

What was least helpful?

- Lack of shared curriculum information
- There was not really any least helpful, when you're learning, unwinding and enjoying.
- Values clarification
- Too discipline specific; long demonstrations of a class activity (coffee tasting, childhood movement, hat making)
- Interaction with other teachers
- When a person talked too much
- N/A
- Whenever participants became sarcastic or overly dominant (which was fairly minimal)

How do you plan to use the information learned?

- Incorporate in classroom, work with Humanities to forge links between us
- Become more involved with students and students with each other
- Work smarter & enjoy the small moments rather than the monuments
- Upgrade my teaching strategies

How do you plan to use the information learned? continued

- Incorporate strategies
- Continue to track students' preparation
- Incorporate ideas shared in all of my classes
- Modify lessons and incorporate some of the teaching strategies learned
- Make available to other teachers
- Incorporate new methods of teaching & dealing with others
- Through reinforcement of good teaching
- Try it out
- I'll add some teaching strategies, explore 2+2+2 options
- Encourage others to attend
- I will adopt some teaching techniques
- Integrate in class, share ideas with colleagues
- Plan to improve my handout instructions & syllabus for specific projects; to look more closely at my program
- Incorporate ideas into classes
- Right in the classroom; when in dept. and division meetings

Suggestions for future workshops:

- No changes necessary
- Keep the theme "celebrate" up front
- One day shorter
- I like the length/location/format. I don't know of comparable locations, though I'm sure they exist.
- Breakout groups need to be slightly bigger, about 10.
- Bring a few portable water coolers for air conditioning.

CELEBRATE GREAT TEACHING SEMINAR EVALUATION

Ralston White Retreat, Mill Valley, CA
June 18-21, 1990

Number of Participants = 20 • Responses = 20 (100%)

	Excellent	Good	OK	Unsatisfactory	N/A
1. The Facilities (Overall)	50%	40%	0	0	10%
Food	80%	15%	5%	0	0
Lodging	35%	45%	15%	5%	0
Atmosphere	95%	5%	0	0	0
2. The Seminar (Overall)	60%	30%	5%	0	5%
Pre-seminar publicity	35%	35%	15%	10%	5%
Information packets	55%	30%	15%	0	0
Seminar format	60%	35%	0	5%	0
Seminar coordinators	80%	20%	0	0	0
To what degree did the seminar achieve the following:					
3. Increased your contact and communication with colleagues from other disciplines?	80%	20%	0	0	0
4. Enabled you to meet colleagues you didn't know/see often?	85%	15%	0	0	0
5. Gave you some new ideas and/or reinforced some things you already do?	80%	20%			
6. Renewed/refreshed your enthusiasm for teaching?	70%	20%	10%	0	0

How frequently should the seminar be repeated?

30%	Every year
20%	Every two years
15%	Every three years
35%	No Response

COMMENTS:

1. **The Facilities:**
   - Great to have the bowl of fruit available all the time. Healthy meals. Poor sleeping arrangement.
   - This was my first time sleeping in a dormitory arrangement. It was OK. Staff was wonderful.
   - The bed hurt.
   - The food surpassed my expectations: very healthy choices, not too "exotic," and ample quantity. The building at times was uncomfortably warm (both the meeting areas and the sleeping quarters).
   - Great, loved it.

2. **The Seminar:**
   - The first day was good (teaching techniques). The rest of the seminar was filled with unproductive "time filling" activities. I found no value in listening to someone describe how to taste coffee (for 45 minutes!).
   - I did not see any pre-seminar publicity and arrived with no expectations.
   - Coordinators did an excellent job of involving everyone.
   - Have us bring curriculum info, brochure, pamphlets, catalogs, etc. for exchange.
   - You did a great job.
   - I would have liked to have used this time for flex credit. I have already completed required time for 89-90. July or August would have gone on new year!
   - The coordinators were well coordinated. They appeared to be trained well in subtlety, influencing and motivating the group dynamics. (Well done, folks!)
   - I had no idea what to expect. The timing was not great for me. I feel I gained a lot, however it took a while to "fit in."

Comments on Questions 3-6:

- The networking was very valuable - I recommend fewer group presentations (hat-making) and more free time for small group networking. 8 hours each day of planned group activities is too much. I was "grouped out."
- I am usually buried in my own department, don't get a chance to mingle with other colleagues. I find we all have the same problems. It's nice to celebrate the joy and benefits of teaching.
- I have so many more new teaching strategies to apply. I received assistance and saw role models in how to apply myself, and teaching ideas. I learned problem solving ideas too.
- I'm turned on and completely refreshed — the burnout is somehow behind me. Thanks.
- Excellent. Should include all vocational teachers. It is exhilarating to share time with my peers. Gorgeous environment.

- The interaction with other teachers meant a great deal to me. I often feel terribly isolated during the year.

7. **Specifically, how did you benefit from the seminar? If you didn't benefit, explain.**
   - Feel better about teaching & it was good to open up.
   - New outlook on other voc. areas.
   - I got several ideas to use in the classroom. Other teachers have failures also, and they are people just like I am.
   - Benefits: 1) Specific teaching tactics, skills, "tricks," that I learned. 2) Built confidence in me to handle group situations and to understand the group process. 3) Gave me insight into the "big picture about vocational education.
   - From the interaction with others with similar problems.
   - Benefited by finding many methods I used and now use are considered innovative and it offered many new ideas on teaching methods.
   - Re-vitalization - teaching is fun and so are teachers. Networking.
   - Self-enrichment via connections with others. Definite rejuvenation via the sharing of ideas, problems and desire for quality education.
   - Help me focus on the positive points in education from the eyes and experiences of other instructors.
   - Always pick up some new ideas.
   - Non-threatening environment. Great teaching ideas. Met inspiring people. Also "caring" people.
   - Being associated with voc. ed. teachers from different disciplines and learning of their "tricks of the trade" were just fantastic!
   - Meet others in other areas of instruction.
   - I learned new teaching strategies and confirmed the fact to me that I am a (Great Teacher).
   - Learned some teaching techniques.

8. **What should have been done differently?**
   - Nothing.
   - Either more ROC/P or a separate seminar. We have some similar problems, however most of the basics are very different. I felt like a loner, or somewhat of an outsider.
   - Frankly, very little. Perhaps in your efforts toward pre-seminar publicity, you might clarify more about this is different than the ISW format.
   - I think a clearer format would have been more motivating to me.
   - Nothing.
   - More clarity about the group-member generated activities before they occurred.
   - Nothing, very well prepared. All our time was used very constructively.
   - I think everything was great. Be sure not to be self-conscious or too worried about a few or couple discouraged comments or people.
   - None/nothing.
   - One day shorter, different types of recreation.

9. **Should the seminar be repeated? If so, how frequently?**
   - If the economics allow it, I'd love to know other faculty from my school shared this experience. I would like the opportunity to repeat within one or two years.
   - Every year for different people; every three years, could be repeated by each person.
   - Maybe campuses should be encouraged to do this once every five years!
   - I would not be interested - for others, yes.

10. **Was the inclusion of ROC/P instructors of value?**

    55% YES
    5% NO
    40% No Response

    - Articulation is still not a reality.
    - I value the contact with these individuals.
    - I would like to know the basic feeling or answer to this.
    - Yes, but a minimal value. One instructor did not represent himself well.
    - I feel ROC/P instructors are an integral part of the education of our students — part and whole.
    - Because we must be a team.
    - Their info was invaluable, their experience extremely helpful.
    - Not applicable to my field.
    - I don't think they need to be singled out. I was not really interested in the program they have except to hear what it was. My focus was on "teaching" — "universal & Great Teaching."
    - I've associated with them for the last 15 years.
    - All vocational instructors have the same problems and learning something about their problems and administration let us see the other side.
    - I didn't know what ROP was before this conference.

ROC/P Section (Completed by the two ROC/P instructors only)

1. Do you teach at a community college as well as at a ROC/P?
   YES: 1 NO: 1

2. Was the seminar information/orientation appropriate for ROC/P instructors?
   - YES: We are all voc. ed. targeting the same populations.
   - NO: Problems are different.

3. What specific improvements would benefit future ROC/P participants:
   - This would take some brain storming — overall the seminar was great.
   - Some staff generated topics on a common core of interest.

4. Would you recommend fellow ROC/P instructors participate in a Celebrate Great Teaching Seminar?
   - YES, To renew teaching enthusiasm and gain insight to c.c. workings.
   - YES, Because of the re-charging. NO, there is a step-child feeling unless more people are included.

5. Do you feel that a Celebrate Teaching Seminar directed specifically toward ROC/P instructors would be more appropriate? Why?
   - YES/NO, Voc. Ed. is Voc. Ed. — both ways would be good.
   - MAYBE.

6. Would you be interested in being a Celebrate Teaching Leader?
   - YES
   - YES

B-4

Workshop Title: Celebrate Great Teaching
Location: Manresa Retreat, Azusa, CA
Date: July 9-12, 1990

Number of Participants = 19 • Responses = 19 (100%)

VOCATIONAL EDUCATION WORKSHOP

Ratings are shown as percentages.		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	26.3	47.4	21.0	0.0	0.0	5.3	
Workshop date & time were convenient.	2	52.6	42.1	5.3	0.0	0.0	0.0	
Workshop location was convenient.	3	63.2	21.0	15.8	0.0	0.0	0.0	
Workshop objective were:								
• Clearly stated.	4	26.3	63. 1	5.3	5.3	0.0	0.0	
• Achieved.	5	42.1	42.1	10.5	5.3	0.0	0.0	
Content was interesting & stimulating.	6	52.6	31.6	10.5	0.0	0.0	5.3	
The presenter(s) were well prepared.	7	47.3	31.6	15.8	0.0	0.0	5.3	
The workshop contributed to your knowledge understanding of how								
• Improve your occupational	8	42.1	36.8	15.8	5.3	0.0	0.0	
• Introduce new information into occupational program.	9	26.3	57.9	10.5	0.0	0.0	5.3	
Information presented was applicable to your occupational program.	10	36.8	42.1	15.8	5.3	0.0	0.0	
Instructional resource/reference materials were current and relevant.	11	42.1	36.8	15.8	0.0	0.0	5.3	
You gained new ideas for program								
• Curricula revision.	12	21.1	36.7	21.1	0.0	0.0	21.1	
• Course modification.	13	21.1	47.3	10.5	0.0	0.0	21.1	
New teaching strategies introduced were applicable to your classes.	14	36.8	36.8	21.1	0.0	0.0	5.3	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	15	26.3	26.3	31.6	0.0	0.0	15.8	
Adult students	16	31.6	31.6	21.0	0.0	0.0	15.8	
Single parent students	17	10.5	31.6	42.1	0.0	0.0	15.8	
• Promote gender	18	10.5	36.9	26.3	0.0	0.0	26.3	
• Improve & expand working relationships with business & industry	19	52.6	36.8	5.3	0.0	0.0	5.3	
• Meet needs for retraining & upgrading job skills in work force	20	21.1	42.1	26.3	0.0	0.0	10.5	

52.6%	Female
42.1%	Male
05.3%	N/R

Check classification that describes your

100.0%	Teacher
21.1%	Dept./Div. Chair*
0%	Administrator
0%	Counselo
5.3%	Other (Describe)*

If teacher, please complete the following: Occupational Area You Teach:

0%	Ag	10.5%	Home
0%	A I	15.8%	Office
15.8%	Dist./Mkg	31.6%	Tech.
26.3%	Health	0%	T & I
5.3%	Other (Describe)**		

How long have you taught?

31.6%	1 - 5 years
10.5%	6 - 10 years
26.3%	11 - 20 years
31.6%	over 20 years

* Dual Repsonses 3 were also Dept./Div. Chair 1 was Coordinator
**Dual Responses 1 Art.

Manresa July 9-12 1990

COMMENTS:

What helped most about this workshop?

- We met in small groups
- Just the opportunity to rap with vocational teachers
- Reinforced that all good teachers have similar ideas
- Laughter —perspective—wisdom shared
- Networking
- Interaction with other voc. ed. instructors
- Meaningful interchange of ideas with others
- The ideas & information from instructors teaching in other fields
- Different specific ideas
- Freedom of expression without fear of reprisal
- Interaction between colleagues
- Peer interaction helped to clarify direction
- The broad spectrum of voc. teachers
- Used the experience of all attendees, as well as facilitators
- Innovative ideas and problem solving
- Great participation—all vocational—common goals
- Networking and learning new teaching techniques
- Opportunity for interaction

What was least helpful?

- Having 5 or 6 people from the same background (nursing)
- Some of the games
- Too long a day
- Days too long—many things should be condensed
- I enjoyed all
- Redirecting activities to accommodate All Star game
- I don't know
- Nothing

How do you plan to use the information learned?

- Introduce some of it in the classroom
- That will take some thought and adaptation
- Enforce new ideas into curricula
- In classroom-learner centered activities
- Classroom presentation
- Try out new teaching strategies
- Use some techniques gained to attempt to improve…
- I am better prepared to present in-service in my own school district
- Apply several specifics, get away from straight lecture
- Innovative ideas will be tried in the classroom

How do you plan to use the information learned? continued

- In grading my classes on computer, marketing my program; personal growth
- Course modification & curriculum revision
- Direct application
- I hope to be able to implement 1% of "tricks of the trade" learned
- Apply it in classroom
- In my program revisions
- I will share info with staff; use new teaching techniques; use new ideas at Butte College's Great Teaching Retreat.
- Give a presentation to ROP staff at an inservice

Suggestions for future workshops:

- Maybe not so many hours each day; very tiring
- Making more use of the talent as it shows itself. Making the knowledgeable people group facilitators for their kinds of concerns
- Allow time for relaxation, use guest speakers, less structure & rigidity
- Have teachers read a book prior to workshop and discuss
- Need recovery time for travel
- Video camera
- Classroom demonstration/presentation of techniques, approaches. For example, how do we make learner centered activities work. How is visualization incorporated into actual presentation (say 15 min.)
- A little more nonstructured time for interfacing and discussion of personal issues with individuals; and at least one session with related disciplines
- More often!
- This format is excellent
- A little more free time to assimilate material and network
- A follow-up two day seminar with past participants to share innovations, questions, new ideas, etc.

COMMENTS RELATING TO RATED ITEMS (1 to 20, ABOVE)

1. The workshop met your objectives for attending:
    - Superbly planned "non-structure"
    - Not sure of my role prior to arrival
    - I thought more content would be presented to use initially

2. Workshop date & time were convenient:
    - Feel earlier in summer is better weather-wise

3. Workshop location was convenient:
    - Central
    - Heavenly

COMMENTS RELATING TO RATED ITEMS (1 to 20, ABOVE continued

5. Workshop objectives were achieved:
    - Yes—I was stimulated

7. The presenters were well prepared:
    - Better prepared than most
    - Most participant/presenters were well prepared. Faculty did a great job.

8. The workshop contributed to your knowledge & understanding of how to improve your occupational program:
    - Espec. marketing new image, got some ideas of how to make class more interesting
    - Not specifically, but through insights and understandings

10. Information presented was applicable to your occupational program:
    - Some was—most was for classes that don't have so much content to present
    - Need to put more thought into application, would have preferred more in this area

11. Instructional resource/reference materials were current and relevant:
    - Liked sharing of books, NATDs etc.

14. New teaching strategies introduced were applicable to your classes:
    - I am going to try a few things learned
    - I was not searching for information in N/A areas

15. Techniques introduced helped you meet needs of target populations:
    - Not to meet the needs of, but to be, at least, aware of their needs

19. Techniques introduced helped you improve & expand working relationships with business & industry:
    - Helped expand my vision of marketing program—looking at program as a business

CELEBRATE GREAT TEACHING SEMINAR EVALUATION

Manresa Retreat, Azusa, CA
July 9-12, 1990

Number of Participants = 19 • Responses = 19 (100%)

	Excellent	Good	OK	Unsatisfactory	N/R*
1. The Facilities (Overall)	78.9%	21.1%	0	0	0
Food	73.6%	15.8%	5.3%	0	5.3%
Lodging	57.9%	26.3%	10.5%	0	5.3%
Atmosphere	78.9%	15.8%	0	0	5.3%
2. The Seminar (Overall)	57.9%	36.8%	0	0	5.3%
Pre-seminar publicity	57.9%	31.5%	5.3%	0	5.3%
Information packets	68.4%	15.8%	10.5%	0	5.3%
Seminar format	31.6%	52.6%	10.5%	0	5.3%
Seminar coordinators	63.2%	31.5%	0	0	5.3%
To what degree did the seminar achieve the following:					
3. Increased your contact and communication with colleagues from other disciplines?	94.7%	5.3%	0	0	0
4. Enabled you to meet colleagues you didn't know/see often?	79.0%	10.5%	0	0	10.5%
5. Gave you some new ideas and/or reinforced some things you already do?	63.2%	36.8%	0	0	0
6. Renewed/refreshed your enthusiasm for teaching?	68.4%	26.3%	5.3%	0	0

How frequently should the seminar be repeated?

63.1%	Every year
10.5%	Every two years
5.3%	Every three years
5.3%	Other ("determined by responses on evaluations")
15.8%	No Response
100%	

* No Response

COMMENTS:

1. The Facilities:

- Appreciated being "locked in" for the four days even though home was only 15 minutes away
- Very beautiful retreat area
- Pool was dirty
- Best ever
- The whole atmosphere—people, place and discussion were wonderful!
- Perfect for a relaxed retreat
- Appreciated the room to myself—time & place for meditation
- Beautiful atmosphere! Food services a little rushed
- Short of heaven you could not have done better

2. The Seminar:

- Days too long. 8-4:30 is adequate time to allow discussion. Need to plan more fun activities.
- Pat yourselves on the back—you all did a "great" job.
- Could have been more specific on project presentations
- Prefer a few less structured, subject focused time. Didn't have enough time for sharing one-on-one.
- Too long a day, possible if we could have more input from facilitators at beginning of seminar. People needed time to soak up a bit before they are asked to "put out." Coordinators all did a good job. At some break out sections some participants got carried away and needed more intervention.
- Good food, great people
- The time & effort of the facilitators and coordinator was evident and excellent.
- "F" for fantastic. The structured chaos allowed for individual needs.
- Would like to have known before being accepted that the days were heavily scheduled and that the input was solely the participants.
- Friendly, kind, and very well prepared coordinators.

Comments on Questions 3-6:

- Was worthwhile and I received or gained something from each meeting.
- I felt persons were not really open to trying to learn new ways to deal with student weaknesses. Some people were great and worked well with their student populations, others needed & used excuses not to be creative & innovative.
- I got out of it what I wanted. I hope to do it again someday.
- Would have preferred to spend at least one session with related subject matter teachers for brainstorming session.
- Helpful to hear other perspectives on many different issues. Seminar on clinical teaching very helpful. Seminar on marketing program also very informative.
- I feel renewed (though tired) and revitalized. I am heading home with a mind of ideas and a heart full of thanks.

- This seminar has reaffirmed my commitment to improvement. Moral support is a super alternative to "groping."
- The whole "feel" and involvement started to come together on Wednesday. I was expecting more "meat" but got "tidbits." The "tidbits," however, were excellent!
- Most of my contact comes from colleagues in my field. This seminar has given me new ideas from other disciplines and reinforced me in the things I already do. I'm leaving with an "I'm OK, you're OK" feeling. I like that.

7. **Specifically, how did you benefit from the seminar? If you didn't benefit, explain.**
   - I found that postsecondary educators are faced with many of the same problems that I have.
   - New ideas, enthusiasm
   - Networking & benefitted from others' teaching ideas
   - I learned about the structure of the community college voc. ed. I didn't think ROP was much different in teaching techniques and this seminar confirmed this.
   - Ratification of procedures and techniques I am using. Clarification of a new direction to which I want to point.
   - The problem I posed was given a solution. The interaction between colleagues. I gave a presentation which was difficult—took all of my courage. Political involvement. Humor.
   - Good specifics. Renewed enthusiasm for teaching.
   - Motivation, direction, technique, motivation, teaching skills, motivation… Get the idea!
   - Encouraged me to try new teaching strategies
   - I was able to network with others in related and unrelated fields.
   - Renewal and recommitment in the striving for great teaching
   - Espec. enjoyed the 2nd half of seminar—felt more relaxed & group time seemed more beneficial, more honest sharing suggestions given from other participants on how to handle spec. situations.
   - Would have liked a session with specific visual techniques for attention getting.
   - Increased my enthusiasm for the coming year
   - Reinforced my conviction to work, work, work
   - Allowed me to bounce ideas off of others not associated with the atmosphere of my college. Shared ideas and values in a non-threatening, congenial atmosphere.

8. **What should have been done differently?**
   - Less hours put into organized groups each day
   - Schedule too heavy (night meetings)
   - Allow one more day

- 1) Started in the early afternoon. Monday was a long and difficult day when you're tired. 2) Spend more time getting to know each other before having to share "worksheets." 3) Have a tentative daily agenda posted so we know what to expect in time frame and content. 4) Allow participants to volunteer to share rather than mandate. I felt a stress level during the first two days.
- Little more structure, somewhat disorganized at times. Give a little more pre-seminar info. so that know what would happen, bring video tapes to watch that are good for education.
- Nothing
- Don't run sessions as late in the evening. It would be beneficial to have more time to explore resources available and network.
- Nothing
- More free time—too much time sitting. Need more input from facilitators initially.
- Was just right mix of activities
- Either bring in a subject matter expert (marketing was good, resources, etc.) or reduce the retreat to 3 days. As enjoyable and rewarding as it was, four days was too long (for me)!
- Time (days too long)

10. **Was the inclusion of ROC/P instructors of value?**

89.5%	YES
-0-	NO
10.5%	No Response

- As ROP instructor it was for me. Gave me more insight into the community colleges.
- Occupation instruction is occupation instruction.
- Of course! We added a little "zest" to the group.
- The participants added perceptions & insights.
- It was good to know about their programs and they were delightful individuals.
- All voc. ed. activities were represented
- This is an area where all community colleges must interface if we are to be successful.
- Valuable resources from the high schools
- Another perspective—didn't really understand ROP until now.
- Feel they have similar students and situations and contributed greatly.
- Interesting to find out what is done in this area.

ROC/P Section (Completed by the 4 ROC/P instructors only)

1. Do you teach at a community college as well as at a ROC/P?
   YES: 1 NO: 3

2. Was the seminar information/orientation appropriate for ROC/P instructors?
   - YES: 3
   - NO: 1

   Comments:
   - My role & expectations were not clear to me.
   - Teachers are not different on the 2 levels.
   - Occupational instruction with articulation is appropriate for all levels of instruction.
   - Why wouldn't it be?

3. What specific improvements would benefit future ROC/P participants:
   - None that I can think of.
   - Not sure.

4. Would you recommend fellow ROC/P instructors participate in a Celebrate Great Teaching Seminar?
   - YES: 3
   - YES & NO: 1

   Comments:
   - New insight from other disciplines
   - Great learning experience along with networking with other disciplines
   - Yes; they would not be out of place—No; may need more content oriented teaching strategies.

5. Do you feel that a Celebrate Teaching Seminar directed specifically toward ROC/P instructors would be more appropriate? Why?
   - YES: 1
   - NO: 2
   - YES & NO: 1

   Comments:
   - To articulate our programs we need the contact.
   - Either way it seems that it would work.
   - This is worth considering. If separate—more ROC/Ps can participate.

6. Would you be interested in being a Celebrate Teaching Leader?
   - YES: 3
   - NO: 1

B-5-A

DISADVANTAGED INSERVICE WORKSHOP EVALUATION

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Beverly Garland, Sacramento • September 27, 1990
N= 24 Evaluation Responses= 24 (100% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for	1	12.5	66.7	12.5	0.0	0.0	8.3	
Workshop objective were:								
• Clearly	2	29.2	50.0	12.5	4.2	0.0	4.1	
• Achieved.	3	16.7	50.0	20.8	0.0	0.0	12.5	
Content was interesting &	4	12.5	58.3	12.5	0.0	0.0	16.7	• Other persons in committee should be allowed to change their
The presenter(s) were well prepared.	5	33.3	50.0	4.2	4.2	0.0	8.3	• Especially first speaker
Resources/references were current and	6	29.2	37.5	20.8	0.0	0.0	12.5	
Strategies/techniques presented will help								
• Meet need								
Disadvantaged, LEP students	7	20.8	45.8	20.9	0.0	0.0	12.5	• Understand needs and what we are against
Culturally diverse	8	25.0	50.0	16.7	0.0	0.0	8.3	
Single parent	9	16.7	33.3	25.0	0.0	4.2	20.8	
• Promote gender	10	12.5	33.3	8.3	12.5	4.2	29.2	• Black
• Improve & expand working relationships with business & industry	11	33.3	37.5	16.7	8.3	0.0	4.2	

54.2%	Female
45.8%	Male

Classification:

16.7%	Administrators
0.0%	Dept./Div. Chairs
20.8%	Instructors
33.3%	Counselors
8.3%	Disadvantaged Program
37.5%	Other*

Affiliation:

83.3%	Community College
4.2%	District
8.3%	Other**
4.2%	No

*Other Classifications included: Regional Supervisor/Calif. Dept. of Ed., Private Business, Advisor, Job Placement, Consultant (2),
**Other Affiliations included: Statewide Advisory Committee,

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Beverly Garland, Sacramento • September 27, 1990

COMMENTS

What helped most about this workshop?
- Round table discussion
- Hearing "both" sides of the issues, the student's, instructor's, counselor's, director's, Chancellor's Office and private sector.
- Small group: Divserse populations
- Enjoyed the luncheon speaker, Rene Rivera from PG&E
- Information transfer in small groups
- First speaker very informative
- First presenter, Steve Hunter, very good, helpful ideas
- Educational trends and needs for reform
- The sharing
- The fact that the focus at this program was geared toward helping community colleges make an orderly transition to more intense "high need" students
- Networking with other teachers, support staff on effective methods of dealing with all high risk students
- I met many peers with significant questions and knowledge to share
- Sharing ideas (good and bad; some work, some don't) from the other colleges
- A better understanding of the problems of the community college teachers
- Keynote speaker
- Sharing with others
- Interpersonal exchanges of information

What was least helpful?
- Primarily from facilitators point of view
- Luncheon speaker too long
- Everything was useful
- Nothing was less helpful. The whole day was worth the trip.
- Major speakers
- Lunch speaker, needed to be more community college specific
- When presentations go on so long there isn't time for sharing/questions.
- Keynote speaker

How do you plan to use the information learned?
- Take to other instructors, use personally
- Share the information with the appropriate directors and suggest implementation possibly of different, new options
- Share with business educators

How do you plan to use the information learned? continued

- Contact industry for mentorship opportunities with disadvantaged students in need of a realistic view of industry
- Report happening to my colleagues on statewide Advisory Committee (D & D)
- Not sure we need support from boards and instructors
- Picked up some ideas, will incorporate in recruitment & college influence
- Help us to clarify who these students are and the effectiveness of the strategies presented
- Inquire about permanent EDD job developer on CRC campus – computerized job placement
- In my curriculum development
- Cosumnes River College EOP, PAL & Mentor Program
- Share with faculty
- I can use this for helping employers plan level of support for training of employees.
- Start new programs

Please list any suggestion you have for future workshops:

- Do one on self-esteem and the multi-cultural student
- A workshop with more student involvement
- Offer workshop on "How to establish partnerships with government/industry/education"
- Would have been nice to have a donut or something along with the coffee
- Perhaps a format where people can brainstorm and come out with strategies when (if) necessary
- Have reading specialists do more
- Problems of work force/minorities/disadvantaged/etc. at the work place
- Shorten (time) keynote speech
- More time for discussion on points in keynote speech
- How do we partner with employers: private and public, to meet needs of employers (we need breaks scheduled so we won't have to leave during discussions/presentations)
- Do a workshop on self-esteem
- More high powered keynote speakers

B-5-B

DISADVANTAGED INSERVICE WORKSHOP EVALUATION

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Radisson Airport, San Francisco • September 28, 1990
N= 21 Evaluation Responses= 21 (100% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	**Adequate**	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	4.8	28.6	47.6	14.3	0.0	4.7	
Workshop objective were:								
• Clearly stated.	2	4.8	42.9	42.8	9.5	0.0	0.0	
• Achieved.	3	4.8	19.0	47.6	14.3	0.0	14.3	
Content was interesting & stimulating.	4	4.8	47.6	28.6	14.3	4.7	0.0	• Missed the target
The presenter(s) were well prepared.	5	14.3	57.1	23.8	0.0	0.0	4.8	• Steve Hunter excellent
Resources/references were current and relevant.	6	14.3	38.1	28.6	9.5	0.0	9.5	• Not provided
Strategies/techniques presented will help you:								
• Meet need of:								
Disadvantaged, LEP students	7	9.5	9.5	28.6	23.8	9.5	19.1	
Culturally diverse students	8	9.5	19.1	38.1	14.3	9.5	9.5	
Single parent students	9	4.8	14.3	9.5	14.3	23.8	33.3	
• Promote gender equity	10	0.0	14.3	14.3	14.3	19.0	38.1	
• Improve & expand working relationships with business & industry	11	9.5	19.0	14.3	14.3	14.3	28.6	

42.8%	Female
52.4%	Male
4.8%	No Response

Classification:

19.0%	Administrators
14.3%	Dept./Div. Chairs
52.4%	Instructors
9.5%	Counselors
4.8%	Disadvantaged Program Coord./Staff
9.5%	No Response

Affiliation:

90.5%	Community College
9.5%	No Response

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Radisson Airport, San Francisco • September 28, 1990

COMMENTS

What helped most about this workshop?

- Group discussions
- New ideas
- General session (2)
- Location
- Teaching strategies & small business luncheon speaker
- Stan Chin was excellent
- Listening to ideas from other people
- Interaction with different individuals providing different ideas/suggestions
- Seeing the future direction
- Great information in breakouts/keynote speaker
- Great speakers/Clausen, Steve Hunter, conversation groups – all good

What was least helpful?

- Ideas presented were simplistic for the particular audience. Sessions lacked content, specific models, strategies.
- Opening remarks
- Too many people in same room
- Other politicians
- Please – no politicians unless time is limited
- Talk by James Rinehart
- Lunch time speaker
- Workshops geared toward the "unknowing," nothing new really presented. Audience spoken to perhaps assumed to be teachers. Not clear who was supposed to come but for me this was a waste of time.
- Tables too close so had trouble hearing clearly
- Having a lot of administrators

How do you plan to use the information learned?

- By implementing at my campus
- To improve our servicing of our disadvantaged students
- Share with staff
- Develop new methods for presenting
- Implementing "teaching strategies" hints
- Try again for a business partnership – didn't work the first time
- Hiring/curriculum
- Use as a first step incentive to learning more about topics
- To initiate some activities in this direction

How do you plan to use the information learned? continued

- Integrate into classroom
- Discuss and take heart that some of what I'm already doing is on right track. Be patient and **positive**.

Please list any suggestion you have for future workshops:

- I wanted to learn about how to work with & serve our students more effectively. Specifics were not provided. Felt I was addressed by politicians primarily.
- Need more instructors input
- Spread workshop over two days
- I still want something practical!
- Provide separate rooms for discussions so that competing discussion are avoided

B-5-C

DISADVANTAGED INSERVICE WORKSHOP EVALUATION

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Sea World's A Place To Meet, San Diego • October 3, 1990
N= 24 Evaluation Responses= 14 (58.3% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	57.1	28.6	14.3	0.0	0.0	0.0	• Very well organized & informative
Workshop objective were:								
• Clearly stated.	2	42.9	35.7	21.4	0.0	0.0	0.0	
• Achieved.	3	35.7	35.7	21.4	0.0	0.0	7.2	
Content was interesting & stimulating.	4	50.0	35.7	14.3	0.0	0.0	0.0	• Reggie Owens was very good • Reggie Owens was very inspirational
The presenter(s) were well prepared.	5	64.3	14.3	14.3	0.0	0.0	7.1	• Presenters very well prepared
Resources/references were current and relevant.	6	57.1	28.6	14.3	0.0	0.0	0.0	
Strategies/techniques presented will help you:								
• Meet need of:								
Disadvantaged, LEP students	7	42.8	28.6	28.6	0.0	0.0	0.0	• Needs of EOPS & Disabled students
Culturally diverse students	8	28.6	35.7	21.4	7.2	0.0	7.1	• Focus on barriers a different approach
Single parent students	9	21.4	35.7	21.4	7.2	0.0	14.3	
• Promote gender equity	10	14.3	42.9	21.4	7.1	0.0	14.3	
• Improve & expand working relationships with business & industry	11	28.6	50.0	21.4	0.0	0.0	0.0	

78.6%	Female
14.3%	Male
7.1%	No Response

Classification:

7.1%	Administrators
21.4%	Disadvantaged Program Coord./Staff
14.3%	Instructors
14.3%	Counselors
14.3%	No Response
28.6%	Other*

Affiliation:

85.7%	Community College
0.0%	District Office
7.1%	No Response
7.2%	Other**

*Other Classifications included: SDJ Employment, Peer Counselor, Special Needs Unit.
**Other Affiliations included: CDE.

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Sea World's A Place To Meet, San Diego • October 3, 1990

COMMENTS

What helped most about this workshop?

- SCIC – Clancy – fresh approach to looking at solutions, they are do-able
- The current issues in the recruitment of minorities
- Both speakers were very interesting and enlightening. Reggie's hand-outs were very helpful.
- The two presentations and the small workshop on Outreach/Recruitment. Very well organized and useful information
- Networking; getting reinforcement of current strategies; statistics
- Awareness
- Everything
- Networking
- The luncheon speaker
- Input from everyone
- Listening to people from other areas, especially the handicapped area

What was least helpful?

- Needed more opening comments on what works – on topic
- The cultural diversity was disappointing. I wanted more info. on the culture diversities & what could be "done."
- The group on cultural diversity was only a little helpful because the group veered off the topic of cultural diversity.
- Interpretation of same statistics
- Combining (or deleting) the focus groups – I missed a workshop
- Everything was excellent.

How do you plan to use the information learned?

- Continued staff development for secondary level
- To implement it in my work force
- I plan to launch a program to get to know the community more. Create a resource book for ethnic associations in the community.
- I work for the EOPS program and therefore can use the information to assist the students with progression & success.
- Incorporate some of the teaching strategies and meet with some of these people to help ESL students
- Share information with other staff members at my college
- With people met
- In class
- Go back to the director with the new ideas from the others that shared

How do you plan to use the information learned? continued

- Apply it to our programs
- Implement in my classroom/program

Please list any suggestion you have for future workshops:

- Articulating support services secondary/ROPC/CC
- More people would have helped get more input. R. Roybald from Santa Cruz gives a wonderful cross-cultural presentation that brings things into perspective.
- Perhaps have the participants come prepared with a written handout of what they do/wish to do/help areas they are concerned with.
- Specific areas to be covered, i.e. Sdt
- It was great.
- A little general lecture prior to the start of each round table

B-5-D

DISADVANTAGED INSERVICE WORKSHOP EVALUATION

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Holiday Inn, Monrovia • October 4, 1990
N= 32 Evaluation Responses= 22 (68.75% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	22.7	54.6	22.7	0.0	0.0	0.0	
Workshop objective were:								
• Clearly stated.	2	31.8	50.0	18.2	0.0	0.0	0.0	• Small groups didn't meet occ. info. interest.
• Achieved.	3	22.7	59.1	13.6	0.0	0.0	4.6	
Content was interesting & stimulating.	4	27.3	50.0	18.2	0.0	0.0	4.5	
The presenter(s) were well prepared.	5	22.7	54.6	9.1	0.0	0.0	13.6	• Steve was excellent!
Resources/references were current and relevant.	6	22.7	40.9	9.1	0.0	0.0	27.3	
Strategies/techniques presented will help you:								
• Meet need of:								
Disadvantaged, LEP students	7	18.2	59.1	13.6	4.5	0.0	4.6	
Culturally diverse students	8	31.8	54.6	9.1	4.5	0.0	0.0	
Single parent students	9	9.1	45.5	31.8	4.5	0.0	9.1	
• Promote gender equity	10	4.6	31.8	36.4	13.6	0.0	13.6	
• Improve & expand working relationships with business & industry	11	4.6	63.6	27.3	0.0	0.0	4.5	

59.1%	Female
40.9%	Male

Classification:

27.3%	**Administrators**
4.5%	**Dept./Div. Chairs**
27.3%	**Instructors**
22.7%	**Counselors**
9.1%	**Disadvantaged Program Coord./Staff**
22.7%	**Other***

Affiliation:

95.5%	Community College
4.5%	Other**

*Other Classifications included: Student Services (2), Student, Consultant (Construction).
**Other Affiliations included: Calif. Dept. of Education.

TRAINING CALIFORNIA'S WORKFORCE OF THE FUTURE
Holiday Inn, Monrovia • October 4, 1990

COMMENTS

What helped most about this workshop?

- Meeting with others from cc
- Talking to presenters & attenders with fresh new and/or unique ideas & strategies for helping the disadvantaged succeed
- Sharing, focus
- Varied approaches
- Steve Hunter was great! "Why do community college students fail or succeed."
- Main speaker in a.m.
- Opportunity to share in small group
- Great ideas on what works
- Amnesty Program
- Interacting with others
- Enthusiasm of keynoter plus a real background in teaching
- The student view by Eva Magdaleno and teaching strategies by Rick Alvidrez
- Discussion sessions; luncheon speech by guest
- The group interaction, a great idea for networking
- Two students input, Eva and demonstrator
- Interaction with others

What was least helpful?

- Would have liked more labor market info
- Some information was basic, repetitious
- Too long to sit
- Small groups – should be sticking to the subject of strategies
- Small groups – unable to hear due to crowded room & noise from other groups – not enough time
- Lunch speaker TOO LONG – also, workshop started late and stayed late – did not keep to verbal promise to keep program on time. There are ways to do that!
- We were only to select 2 workshops and both were helpful.
- Not meet in the same room. Have each group meet separately, sometimes I couldn't hear very well what the presenters were saying.
- None
- Lunch presentation (nothing really new or earth shattering here – at least for me)

How do you plan to use the information learned?

- In classroom exercises
- To motivate my current and future students
- Continue to be our advocate
- Share with our V.P. student services, college president
- Digest it first then try to implement it in my counseling
- From main speaker in a.m. – new activities on campus
- Share with counselors and voc. ed.
- Share with EOPS coordinator and reentry director
- Think through instructional process techniques
- Now I know about many more opportunities that are out there.
- Discussion
- Share with students & other EOPS counselors
- Staff development
- Background for statewide consulting
- Counseling skills improvement, articulation with faculty, continued student contact
- Share with others on campus

Please list any suggestion you have for future workshops:

- More trends info from industry councils – research reports
- Need to find a way to reach more education related people
- Target re-entry women
- More opportunities to share info, courses, what works, etc.
- More emphasis to bring material to share
- Use individual room/areas for small groups.
- Ask people to bring materials they are willing to share.
- Require handouts
- Hopefully there will be more speakers.
- Career & vocational counseling
- Need to work on dealing with "new majority" with instructors

WORKSHOP PARTICIPANTS

C-1 Total Quality Management 133

C-2 Partnerships 2000 Avionics 136

C-3 CGT Leadership Workshop 138

C-4 Celebrate Great Teaching in Vocational Education
Ralston White Retreat House.................................... 140

C-5 Celebrate Great Teaching in Vocational Education
Manresa Retreat House... 143

C-6 Disadvantaged Workshops Project 146

C-1

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title   TOTAL QUALITY MANAGEMENT
Workshop location FRESNO CCD
Workshop Date   FEB 2 90

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	1	0	0		0	2	0	0	0	13	4	0	2	0	0	22
INSTRUCTOR	0	0	1	0		0	0		0	0	6	0	0	0	0	0	7
COUNSELOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GEC/S	0	0	0	0		0	0	0	0	0	1	3	0	0	0	0	4

Total Number of Respondants 33

Question #8 Level:

Community College	30
4 Year College	0
High School	0
District Office	1
Other	3
	34

Question #9: Community

Urban	11
Suburban	12
Rural	7
Unknown	4
Total	34

Question #10 Educational Agencies Represented & Number:
Community Colleges

ALLAN HANCOCK COLLEGE
AMERICAN RIVER COLLEGE
BAKERSFIELD COLLEGE
CHANCELLORS OFFICE
COLLEGE OF THE SEQUOIAS
COLUMBIA COLLEGE
COSUMNES COLLEGE
CUESTA COLLEGE
DELTA COLLEGE
FRESNO CITY COLLEGE
LOS MEDANOS COLLEGE
LOS RIOS CCD
MERCED COLLEGE
MODESTO JUNIOR COLLEGE
SAN JOAQUIN DELTA COLLEGE
STATE CENTER CCD
TAFT COLLEGE
WEST HILLS COLLEGE
YUBA COLLEGE

Total Number of Colleges	17
Total Number of College Districts	2

Workshop Title:
Total Quality Management Workshop
Date: February 2, 1990
Location: Fresno CCD

PARTICIPANTS COMPLETING FORM
33

ALLAN HANCOCK COLLEGE
SYPOLT, TED

AMERICAN RIVER COLLEGE
LEE, NANCI

BAKERSFIELD COLLEGE
ALLISON, ROBERT D.
GOMEZ-HEITZEBERG, NAN
ORR-CARPENTER, DEBORAH
WARD, RAY M.

COLUMBIA COLLEGE
LIEDLICH, RAY

COSUMNES RIVER COLLEGE
CASTON, JANIS

CUESTA COLLEGE
JENSEN, KEN
PEARCE, ED

FRESNO CITY COLLEGE
ELLISH, ARTHUR D.
FOSSE, RICHARD

LOS MEDANOS
MOORE, HAROLD

LOS RIOS CCD
WALKER, DAN

MERCED COLLEGE
HAYES, JAN
MILANI, LUCILLE
SAWYER, PENNY

MODESTO JUNIOR COLLEGE
- BLANK, ARNOLD
- BOODROOKAS, GEORGE
- BOWEN, HOMER N.
- CLARKE, JIM
- COLLINS, STEVE
- MANZONI, RON
- MARTIN, MIKE

SAN JOAQUIN DELTA COLLEGE
- HAAS, HELM
- MC CULLOUGH, CRIS
- ROBINSON, CHARLES A.

SEQUOIAS COLLEGE OF THE
- BROYLES, KEN
- SHIRK, RICHARD

TAFT COLLEGE
- KELLY, JERRY L.

WEST HILLS COLLEGE
- BROWN, LARRY G.

STATE CENTER CCD
- JOYCE, ROSE MARIE

CHANCELLORS OFFICE
- PERRY, KIMBERLY

PARTICIPANTS NOT COMPLETING FORM 9

COLLEGE OF THE SEQUOIAS
- BOCKMAN, DAVID C.
- SANCHEZ, RICHARD M.

CUESTA COLLEGE
- SNIDER, WILLIAM

MODESTO JUNIOR COLLEGE
- MONTALBANO, JIM

SAN DIEGO CCD
- ATMA, NICK

SAN JOAQUIN DELTA COLLEGE
- COLLI, DEAN
- CONTRERAS, MAROCS

PRESENTERS

EL CAMINO COLLEGE
- COTLER, SUSAN
- SCHAUERMAN, SAM

HITCO
- CARR, LAYTON

C-2

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title PARTNERSHIP 2000 AVIONICS
Workshop location SAN JOSE STATE
Workshop Date JUN 24 90

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE			UNKNOWN & OTHERS			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0	15
COUNSELOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
OTHER/UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Total Number of Respondants 15

Workshop Title PARTNERSHIP 2000 AVIONICS
Workshop Location SAN JOSE STATE
Workshop Date JUN 24 90

Question #8 Level:

Community College	14
4 Year College	0
High School	0
District Office	0
Other	1
	15

Question #9: Community

Urban	7
Suburban	3
Rural	5
Unknown	0
Total	15

Question #10 Educational Agencies Represented & Number:

Community Colleges

DEVEL VOC. INST.
GAVILAN COLLEGE
KINGS RIVER COLLEGE
ORANGE COAST COLLEGE
SACRAMENTO CITY COLLEGE
SAN FRANCISCO CITY COLLEGE
SAN FRANCISCO COLLEGE ACRO
SAN MATEO, COLLEGE OF
SHASTA COLLEGE
SOLANO COMMUNITY COLLEGE

Total Number of Colleges 9

PARTNERSHIP 2000 AVIONICS
SAN JOSE STATE
Workshop Date JUN 24 90

Participants Completing Forms by College/District/Agency (13)

GAVILAN COLLEGE
- YOUNG, FRED R.

KINGS RIVER COLLEGE
- HARPER, JAMES R.
- REGIER, TOM

ORANGE COAST COLLEGE
- NUDELMAN, JACK

SACRAMENTO CITY COLLEGE
- NOBLE, DENNIS
- ROBINSON JR., WILLIAM L.

SAN FRANCISCO CITY COLLEGE
- SCRIBNER, EARL J.

SAN FRANCISCO COLLEGE ACRO
- DOEHERTY, JAMES H.

SAN MATEO, COLLEGE OF
- KELLEJIAN, ROBERT

SHASTA COLLEGE
- EWALD, ALAN R.

WEST LOS ANGELES CITY COLLEGE
- MARTIN, RICHARD T.
- WILDER, CRAIG T.

DEVEL VOC. INST.
- WHITTINGTON, RICHARD H.

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DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES
Workshop location HOLIDAY INN, ONTARIO
Workshop Title CGT LEADERSHIP WORKSHOP
Workshop Date MAR 15 90

	AMERICAN INDIAN		BLACK		HISPANIC			ASIAN		WHITE			UNKNOWN & OTHERS			COLUMN TOTALS
	M	F	M	F	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSTRUCTOR	0	0	0	0	1	0		0	2	4	3	1	0	0	0	11
COUNSELOR	0	0	0	0 0	1	0		0	0	1	0	0	0	0	0	2
OTHER/UNKNOWN0	0	0	0	0 0	0	0		0	0	0	0	0	0	0	0	0

Total Number of Respondents 13

Workshop Title CGT LEADERSHIP WORKSHOP
Workshop Date MAR 15 90

Question #8 Level:

Community College	12
4 Year College	0
High School	0
District Office	0
Other	
Total	13

Question #9: Community

Urban	5
Suburban	8
Rural	0
Unknown	0
Total	13

Question #10 Educational Agencies Represented & Number:
Community Colleges

CANYONS COLLEGE OF THE
CHAFFEY COLLEGE
CYPRESS COLLEGE
EL CAMINO COLLEGE
GROSSMONT COLLEGE
LANEY COMMUNITY COLLEGE
MT. SAN ANTONIO COLLEGE
RANCHO SANTIAGO COLLEGE
SAN BERNARDINO VALLEY COLLEGE
SOLANO COMMUNITY COLLEGE

Total Number of Colleges 10

145

Workshop Title CGT LEADERSHIP WORKSHOP
Date MAR 15 90
Number of Participants
Completing Forms (13)

CANYONS COLLEGE OF THE
FORBES, DOUG

CHAFFEY COLLEGE
KUHLMANN, ROBERTA

CYPRESS COLLEGE
HORSLEY, JEFF

EL CAMINO COLLEGE
ALVIDREZ, RICHARD E.
TALAVERA, RAY

GROSSMONT COLLEGE
KLINGER, KATIE

LANEY COMMUNITY COLLEGE
SHORT, SHARON

MT. SAN ANTONIO COLLEGE
GREELEY, DON
MILLSPAUGH, ANITA
RYERSON, DICK

RANCHO SANTIAGO COLLEGE
CHENG, NANCY

SAN BERNARDINO VALLEY COLLEGE
LIU, ANNE

SOLANO COMMUNITY COLLEGE
BABB, JACK C.

C-4

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title CELEBRATE GREAT TEACHING
Workshop location RALSTON WHITE
Workshop Date JUN 18 90

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE			UNKNOWN & OTHERS			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSTRUCTOR	0	0	1	1	1	2	1	0	0	0	9	7	0	0	1	0	23
COUNSELOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHERS/UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Total Number of Respondents 24

Question #8 Level:

Community College	22
4 Year College	0
High School	0
District Office	0
Other	2
Total	24

Question #9: Community

Urban	7
Suburban	12
Rural	5
Unknown	0
Total	24

Question #10 Educational Agencies Represented & Number:
Community Colleges

ALAMEDA, COLLEGE OF
ALTA LOMA H.S.
BUTTE COLLEGE
CABRILLO COLLEGE
CANYONS COLLEGE OF THE
CHAFFEY COLLEGE
CITY COLLEGE OF SAN FRANCISCO
CITY COLLEGE OF SAN FRANCISCO D. C.
DIABLO VALLEY COLLEGE
FULLERTON COLLEGE
GROSSMONT COLLEGE
LANEY COMMUNITY COLLEGE
MARIN, COLLEGE OF
MERCED COLLEGE
MIRA COSTA COLLEGE
MISSION COLLEGE
MT. SAN ANTONIO COLLEGE
SACAMENTO COUNTY OFFICE OF EDUCATION
SAN JOAQUIN DELTA COLLEGE
SISKIYOUS, COLLEGE OF THE

Total Number of Colleges 19

CELEBRATE GREAT TEACHING
RALSTON WHITE
Workshop Date JUN 18 90

Participants Completing Forms by College/District/Agency (24)

- ALAMEDA, COLLEGE OF
  - COLVIN, MARGE
- ALTA LOMA H.S.
  - FIKES, BOB
- BUTTE COLLEGE
  - AGUILAR, ANITA
  - HALL, MARK
  - ROGERS, DALE
- CABRILLO COLLEGE
  - SHIOSAKI, ROBERT
- CANYONS COLLEGE OF THE
  - FORBES, DOUG
- CHAFFEY COLLEGE
  - RATLIFF, GENA
- CITY COLLEGE OF SAN FRANCISCO
  - ZLOTNICK, JAN
- CITY COLLEGE OF SAN FRANCISCO D. C.
  - HAMILTON, EDWARD F.
- DIABLO VALLEY COLLEGE
  - GOLDSTEIN, BARRY
- FULLERTON COLLEGE
  - FUQUA, DORIS
- GROSSMONT COLLEGE
  - KLINGER, KATIE
- LANEY COMMUNITY COLLEGE
  - SHORT, SHARON
- MARIN, COLLEGE OF
  - GESULGA-HARRIS, TERRY

MERCED COLLEGE
    MENSINGER, SUE

MIRA COSTA COLLEGE
    HAYWOOD, JACK

MISSION COLLEGE
    ALAMEDA, CORA
    PAINE, BETTY

MT. SAN ANTONIO COLLEGE
    RYERSON, DICK

SACAMENTO COUNTY OFFICE OF EDUCATION
    STARR, CAROL

SAN JOAQUIN DELTA COLLEGE
    BARNARD, JAMES L.
    YBARRA, VICTOR

SISKIYOUS, COLLEGE OF THE
    OBERMILLER, FRED A.

C-5

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title CELEBRATE GREAT TEACHING
Workshop location MANRESA RETREAT CENTER
Workshop Date JUL 9 90

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE			UNKNOWN & OTHERS			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
INSTRUCTOR	0	0	0	1	2	1	0	0	0	0	8	9	0	1	1	0	23
COUNSELOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
OTHER/UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Total Number of Respondants 23

Report Date AUG 13 91

Workshop Title CELEBRATE GREAT TEACHING
Workshop Location MANRESA RETREAT CENTER
Workshop Date JUL 9 90

Question #8 Level:

Community College	19
4 Year College	0
High School	1
District Office	0
Other	3
	23

Question #9: Community

Urban	8
Suburban	10
Rural	4
Unknown	1
Total	23

Question #10 Educational Agencies Represented & Number:
Community Colleges

BUTTE COLLEGE
CERRITOS COLLEGE
CYPRESS COLLEGE
EL CAMINO COLLEGE
FRESNO CITY COLLEGE
GROSSMONT COLLEGE
HAYWARD UNIFIED ROP
KINGS ROP
LONG BEACH UNIFIED ROP
LOS ANGELES CITY COLLEGE
MERCED COLLEGE
MIRA COSTA COLLEGE
MT. SAN ANTONIO COLLEGE
ORANGE COAST COLLEGE
PASADENA CITY COLLEGE
SEQUOIAS, COLLEGE OF
SOUTHWESTERN COLLEGE
TRI CITIES ROP

Total Number of Colleges 18

Participants Name List
CELEBRATE GREAT TEACHING
MANRESA RETREAT CENTER
Workshop Date JUL 9 90

Participants Completing Forms by
College/District/Agency (23)

BUTTE COLLEGE
FLESHER, DOUG
HICKS, CAROLYN

CERRITOS COLLEGE
FOBI, CHARLENE
HANSON, KENNETH
TURNBLOM, SELMA

CYPRESS COLLEGE
HORSLEY, JEFF

EL CAMINO COLLEGE
ALVIDREZ, RICHARD E.

FRESNO CITY COLLEGE
ESCOBEDO, SANTIAGO R.

GROSSMONT COLLEGE
ROBERTSON, CATHIE

HAYWARD UNIFIED ROP
MITZMAN, MARSHALL

LOS ANGELES CITY COLLEGE
HUDIBURG, JOAN R.

MERCED COLLEGE
DOUGLAS, BEVERLY

MIRA COSTA COLLEGE
SEVERANCE, THOMAS

MT. SAN ANTONIO COLLEGE
MILLSPAUGH, ANITA
SUGDEN, JUDITH A.

ORANGE COAST COLLEGE
FLOWERS, CAROL

PASADENA CITY COLLEGE
    ABU-GHAZALEH, NABIL

SEQUOIAS, COLLEGE OF
    STILES, AUDIE

SOUTHWESTERN COLLEGE
    ALVAREZ, IRMA
    JORGENSEN, VERN

KINGS ROP
    MATTOS, BETTY

LONG BEACH UNIFIED ROP
    JENNINGS, GLORIA

TRI CITIES ROP
    MENDEZ, TONY

C-6

Disadvantaged Inservice Workshops Unduplicated Count

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE			UNKNOWN & OTHERS			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	3	3	0	4	0	0	2	0	4	4	1	0	1	0	22
INSTRUCTOR	1	0	0	1	0	0	1	0	0	0	10	12	0	1	0	0	26
COUNSELOR	0	1	2	1	0	3	3	0	1	1	1	3	0	1	0	0	17
OTHER/UNKNOWN	0	0	1	5	0	4	5	0	1	1	2	4	1	1	2	0	27

Total Number of Respondants 92

Question #8 Level:

Community College	80
4 Year College	2
High School	0
District Office	0
Other	10
	92

Question #9: Community

Urban	36
Suburban	37
Rural	12
Unknown	7
Total	92

Question #10 Educational Agencies Represented & Number:

Community Colleges

AMERICAN RIVER COLLEGE
CA DEPT. OF EDUCATION
CERRITOS COLLEGE
CITRUS COLLEGE
CITY COLLEGE OF SAN FRANCISCO
CONTRA COSTA COLLEGE
COSUMNES RIVER COLLEGE
DE ANZA COLLEGE
ECC
FEATHER RIVER COLLEGE
GOLDEN WEST COLLEGE
GROSSMONT COLLEGE
HARTNELL COLLEGE
IRVINE VALLEY COLLEGE
L.A. CITY COLLEGE
LONG BEACH CITY COLLEGE
LOS ANGELES MISSION COLLEGE
LOS ANGELES PIERCE
LOS MEDANOS COLLEGE
LOS RIOS CC TRAINING SOURCE
MARIN COLLEGE OF
MENDOCINO COLLEGE
MIRA COSTA COLLEGE
MISSION COLLEGE
MODESTO JUNIOR COLLEGE
MT. SAN ANTONIO COLLEGE
NAPA VALLEY COLLEGE
OHLONE COLLEGE
ORANGE COAST COLLEGE
OXNARD COLLEGE
QTI
SAN FRANCISCO COLLEGE
SAN JOAQUIN DELTA COLLEGE
SAN JOSE CITY COLLEGE
SANTA MONICA COLLEGE
SIERRA COLLEGE
SKYLINE COLLEGE
SOUTHWESTERN COLLEGE

Total Number of Colleges 34
Total Number of Agencies 4

Training California Workforce
Beverly Garland, Sacramento
Workshop Date SEP 27 90

Participants Completing Forms by College/District/Agency (23)

AMERICAN RIVER COLLEGE
    NELSON, ESTHER B.
    YAPUNDICH, ELEANOR F.

CONTRA COSTA COLLEGE
    BLUE SHIELDS, DR. DEBORAH

COSUMNES RIVER COLLEGE
    CHEVREAU, LEON TEEN
    MARTINEZ, MARINA

FEATHER RIVER COLLEGE
    DANA, THOMAS

LOS MEDANOS COLLEGE
    LIVINGSTON, RICHARD

LOS RIOS CC TRAINING SOURCE
    COMINS, JAMES
    EPLER, SHEILA K

MODESTO JUNIOR COLLEGE
    ALANIZ, ADAN
    METCALF, VENESSE

NAPA VALLEY COLLEGE
    GRANT, ANN

SAN JOAQUIN DELTA COLLEGE
    LOUIE, CLARENCE
    SEDILLO, TONY

SAN JOSE CITY COLLEGE
    OWENS, T. J.
    RENTERIA, PHIL

YUBA COLLEGE
    CAVAOZOS, JOE
    DAVENPORT, MARK
    GOMEZ, LETICIA
    HANNAN, GAIL
    JAMES, VALERIE LYNNE
    RODRIGUEZ, ANTONIO

Industry
QTI
    PASSARELL, DR. DAVE

Participants Not Completing Forms by College/District/Agency (15)

AMERICAN RIVER COLLEGE
    LEE, NANCI

CITY COLLEGE OF SAN FRANCISCO
    POON, DEAN GORADON J.

CONTRA COSTA COLLEGE
    SIMPSON, WALLY

COSUMNES RIVER COLLEGE
    HENDRICKS, RALPH
    SULLIVAN, SHERRY

DIABLO VALLEY COLLEGE
    POON, CAROL

LOS RIOS CC TRAINING CENTER
    CRISTOFANI, DICK

LOS RIOS CCD
    WALKER, DAN

MT. SAN ANTONIO COLLEGE
    MAGDALENO, EVA

SIERRA COLLEGE
    HUNTER, STEVE

YUBA COLLEGE
    BIDASHA, JAN

Unknown
    EULA, DEAN

ADVISORY COMMITTEE
    ANTONE, EUGENE

CALIFORNIA DEPT. OF EDUCATION
    TIDYMAN, SUSAN
    VERLOO, NONA

Training California Workforce
Radisson Inn, San Francisco
Workshop Date SEP 28 90

Participants Completing Forms by
College/District/Agency (25)

CITY COLLEGE OF SAN FRANCISCO
CHIN, WILLIAM
SAHIEE, FABLO
SAMS, ELEANOR

CONTRA COSTA COLLEGE
ALLEN, JOHN
COHEN, STEVE
HARDY, JIM
LOCKWOOD, FRED

DE ANZA COLLEGE
DAVIS, JOYCE L.
REYES, ROBERTINA D.

HARTNELL COLLEGE
ADAMS, PHILIP
BEQUETTE, DAN
MILLER, JOANNE M.
STEENSMA, JOCQUELINE N.

LONG BEACH CITY COLLEGE
ROSS, MELVIN

MARIN COLLEGE OF
BOATRIGHT, DONA
GAIZ, RONALD

MENDOCINO COLLEGE
BELL, SUSAN
DEHARO, OSCAR
MYERS, MARIE
WOJCIESZAK, KATIE

MISSION COLLEGE
ALAMEDA, CORA
MOSTYN, GREGORY R.

OHLONE COLLEGE
GENERA, NINA MICHEL
HURTADO, JOSE

SAN FRANCISCO COLLEGE
CLARK, ANN

SKYLINE COLLEGE
GONZALEZ, PABLO

Participants Not Completing Forms by
College/District/Agency (18)

CITY COLLEGE OF SAN FRANCISCO
LEUNG, LORELEI
NAKAMIERA, LOUISE
WEBER, CARLA-TRAEY

HARTNELL COLLEGE
BUCKALEW, LESLIE

LOS MEDANOS COLLEGE
CHIN, STANLEY

MT. SAN ANTONIO COLLEGE
MAGDALENO, EVA

OHLONE COLLEGE
HILKE, FRED

SAN FRANCISCO CCD
ALEXANDER, HORACE

SAN MATEO COLLEGE OF
TURNER, RUTH

SIERRA COLLEGE
HUNTER, STEVE

WEST VALLEY COLLEGE
BENT-RUSSELL, NADINE
BERRY, BERNICE

ADVISORY COMMITTEE MEMBER
CIARFAGLIO, VITO
CLAUSEN, DON
MARGOSIAN, JAY
MARGOSIAN, ROSE

BUSINESS
RINEHART, JAMES

Training California Workforce
Sea World A Place To Meet
Workshop Date OCT 3 90

Participants Completing Forms by
College/District/Agency (18)

GROSSMONT COLLEGE
- BERKOWITZ, G. C.
- CARTER, BARBARA
- GELS, JANET
- KLINGER, DR. KATIE
- STEIGER, JEANNETTE
- TARKOW, JANINE

IRVINE VALLEY COLLEGE
- BALDIZON, NEAN
- HAJIR, MASHID

MIRA COSTA COLLEGE
- CULBERSTON, ED
- GOODMAN, SHARA
- OWENS, REGINALD

MT. SAN ANTONIO COLLEGE
- MAGDALENO, EVA

SOUTHWESTERN COLLEGE
- CARRILLO, JOSIE
- DEBACA, AL
- JONES, BOBBIE

CA DEPT. OF EDUCATION
- OLIVIER, PEGGY S.

ECC
- LYON JR., SYLVESTER
- SISSON, MICHAEL

Participants Not Completing Forms by
College/District/Agency (5)

CUYAMACA COLLEGE
- DAVIS, NANCY
- DREESEN, CAROL

SIERRA COLLEGE
- HUNTER, STEVE

SOUTHWESTERN COLLEGE
- ALVAREZ, IRMA

SAIC
- HATLEBERG, CLANCY

Training California Workforce
Holiday Inn, Monrovia
Workshop Date OCT 4 90

Participants Completing Forms by College/District/Agency (26)

CAL. DEPT. OF ED.
- SWAN, QUENTIN

CERRITOS COLLEGE
- RODRIGUEZ, STEPHANIE
- SALAZAR, PHIL

CITRUS COLLEGE
- GULDBERG, GLEN
- SANGER, SALLY

GOLDEN WEST COLLEGE
- HUNTER, RUTH
- SUDWEEKS, SANDY

L.A. CITY COLLEGE
- SCRANTON, BRENDA
- WOO, CHAD

LOS ANGELES MISSION COLLEGE
- GONZALEZ, ENRIQUE

LOS ANGELES MISSION COLLEGE
- FUJIMOTO, JACK
- YOUNG, PENNY

LOS ANGELES PIERCE
- CAMERON, CATHY

MT. SAN ANTONIO COLLEGE
- LAWRENCE, HELEN
- MAGDALENO, EVA
- RAGAN, KAY
- RUIZ, REBECCA
- WALSH, LIZZ
- WRIGHT, RICHARD
- ZUNIGA, IRMA

ORANGE COAST COLLEGE
- CHARD, RICHARD A.

OXNARD COLLEGE
- ARCHULETA, TERESA O
- SAHOTA, BETTY
- VEGA, JOSE

SANTA MONICA COLLEGE
- NIGHTINGALE, MELODY

SIERRA COLLEGE
- HUNTER, STEVEN L.

Participants Not Completing Forms by College/District/Agency (4)

EL CAMINO COLLEGE
- ALVIDREZ, RICHARD

LOS ANGELES MISSION COLLEGE
- RICHART, VICTORIA

NORTH ORANGE COUNTY CCD
- HEAD, FRED L.

INDUSTRY
- TAKATA, BUDDY

ERIC Clearinghouse for
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